



# 5-12 Band & Orchestra Curriculum

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# 5-12 Band and Orchestra Curriculum Committee

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**5-12 Band & Orchestra Curriculum**  
**TABLE OF CONTENTS**

|  |            |
|--|------------|
| <b>Table of Contents.....</b>            | <b>2</b>   |
| <b>District Mission Statement.....</b>   | <b>3</b>   |
| <b>District Vision.....</b>              | <b>3</b>   |
| <b>District Values.....</b>              | <b>3</b>   |
| <b>District Goals.....</b>               | <b>4</b>   |
| <b>Philosophical Foundations.....</b>    | <b>5</b>   |
| <b>Orchestra Scope and Sequence.....</b> | <b>9</b>   |
| <b>Band Scope and Sequence.....</b>      | <b>12</b>  |
| <b>5 and 6 Orchestra Curriculum.....</b> | <b>21</b>  |
| <b>7 and 8 Orchestra Curriculum.....</b> | <b>56</b>  |
| <b>5 and 6 Band Curriculum.....</b>      | <b>98</b>  |
| <b>7 and 8 Band Curriculum.....</b>      | <b>132</b> |
| <b>9-12 Band.....</b>                    | <b>202</b> |
| <b>9-12 Orchestra.....</b>               | <b>300</b> |

**Appendix**

**Grade Level Expectations**

**Grade Level Outcomes**

## **District Mission**

The City of St. Charles School District will REACH, TEACH, and EMPOWER all students by providing a challenging, diverse, and innovative education.

## **District Vision**

The City of St. Charles School District will be an educational leader recognized for high performance and academic excellence that prepares students to succeed in an ever-changing global society.

## **District Values**

We, the City of St. Charles School District community of students, parents, staff, and patrons, value:

- High quality education for all students which includes:
  - Lifelong learning from early childhood through adult education
  - Rigorous learning experiences that challenge all students
  - Instruction that meets the needs of a diverse community
  - Respect for all
  - Real world, critical thinking and problem-solving skills to prepare students for the 21<sup>st</sup> Century
  - Developing caring, productive, and responsible citizens
  - Strong engagement of family and community
  - A safe, secure, and nurturing school environment
- Achievement through:
  - Celebration of individual success
  - Collaboration with parents and community stakeholders
  - Exploration, Innovation, and creativity
- High quality staff by:
  - Hiring and retaining highly qualified and invested employees
  - Providing professional development and collaboration focused on increasing student achievement
  - Empowering staff to use innovative resources and practices
- Informed decisions that are:
  - Student-centered
  - Focused on student achievement
  - Data Driven
  - Considerate of all points of view
  - Fiscally responsible

# District Goals

For planning purposes, five overarching goals have been developed. These goals are statements of the key functions of the school district.

1. Student Performance
  - Develop and enhance the quality educational/instructional programs to improve student performance and enable students to meet their personal, academic, and career goals.
2. Highly qualified staff
  - Recruit, attract, develop, and retain highly qualified staff to carry out the District's mission, vision, goals, and objectives.
3. Facilities, Support, and Instructional Resource
  - Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.
4. Parent and Community Involvement
  - Promote, facilitate and enhance parent, student, and community involvement in district educational programs.
5. Governance
  - Govern the district in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.

# School District Philosophical Foundations

Teachers in the School District of the City of St. Charles share in and ascribe to a philosophy that places children at the heart of the educational process. We feel that it is our professional responsibility to strive to be our best at all times and to maximize our efforts by ensuring that the following factors are present in our classrooms and our schools.

1. Learning is developed within the personal, physical, social, and intellectual contexts of the learner.
2. A strong educational program should provide developmental continuity.
3. The successful learner is motivated, strategic, knowledgeable, and interactive.
4. Children learn best when they have real purposes and can make connections to real life.
5. Effective learning is a combination of student exploration and teacher and mentor modeling.
6. Assessment is an ongoing and multidimensional process that is an integral part of instruction.
7. Making reading and writing connections across multiple sources and curricula facilitates meaning.
8. Literacy for the future means literacy in multiple technologies.
9. Education must respond to society's diverse population and serve all children.
10. Interactions among students, teachers, parents, and community form the network that supports learning.

## **5-12 Band Philosophy**

Music is a valued and necessary component of the human experience. By learning and mastering skills and concepts, performing and listening to music, and sharing these experiences with others, a student's cognitive, affective, and psychomotor development is enhanced to benefit all curricular areas. Through their exploration of music students learn to express themselves through performance, improvisation, and composition. The study of music and performance accelerates individual development towards a sense of responsibility, commitment, teamwork, reliability, and task completion. We believe every student should have the opportunity to perform, respond to, and create music.

### **5-12 Band and Orchestra Course Description**

#### **Marching Band**

Marching Band is designed as a performing ensemble and strives to further refine the skills that students learn in middle school band. The emphasis during the first quarter is on marching band technique. The emphasis during the second, third, and fourth quarter is in the emphasis of concert band ensembles.

#### **Jazz Band**

Students will be taught notation, phrasing, and improvisation within the jazz idiom. They will prepare and perform a variety of selections of traditional and contemporary jazz literature, develop improvisational skills, present several public performances, and participate in festivals. Members will attend occasional rehearsals in addition to regular rehearsals and are encouraged to audition for honors jazz ensembles. The recommended instrumentation includes saxophones, trumpets, piano, trombones, guitar, bass guitar, and drums.

#### **Orchestra**

Students will rehearse and perform a variety of traditional and contemporary orchestral literature, develop technical skills and musical ability. The orchestra will present several public performances and will also perform at the State Music Festival. The preparation and performance of solos and small ensembles is encouraged. Members of the orchestra are also encouraged to audition for the All-Suburban Orchestra and All-State Orchestra.

## 5-12 Band Rationale

The study of instrument music, as envisioned in this curriculum, makes an essential contribution to a child's social, intellectual, physical and emotional development, focusing on the development of the whole child and the cultivation of lifelong learners in the following ways:

- By bringing a proper balance to the total school curriculum and fostering creative problem-solving and critical thinking through music composition, performance and listening.
- By fostering the discovery of self-expression through music and teaching students to use these expressive skills to convey meaning in other aspects of life because all human experience is accompanied by ideas and emotions.
- By providing an understanding and appreciation of artistic and aesthetic expression that sensitizes children to the beauty within life and makes the difference between living and merely existing.
- By encouraging students to develop intrinsic motivation, self-confidence, self-discipline and good citizenship through music performance experiences that demand focused and sustained practice in addition to leadership and team work.
- By providing meaningful social interactions, students who participate in music will learn to accept and respect the ideas of others while working together to create, explore, and express through music.
- By engaging the child's imagination and allowing them to assert their uniqueness, students will explore, create, and interpret themselves and the world through the study of music and the musical traditions of diverse cultures.
- By fostering the music potential that exists in every human being to create a lifetime of musical enjoyment, appreciation and advocacy.

Children, through the creation and performance of music and by listening and responding to music, participate in the total musical experience illustrating humanity's thoughts, images, and emotions and fulfilling the humanistic impulse to engage one's imagination, awaken the inner spirit and express feelings which words are incapable of fully expressing. Man takes everything he has learned, internalizes this expansive scope of knowledge and emotions, and then gives it back to society through his art. The beauty of mankind and the dignity of humanity is illustrated through a study of the arts, because art is what man leaves as a sign of who he is or who he was. Music is a significant manifestation of culture and a truly humanistic art form and thus an education in music teaches students to communicate their own cultural expressions while developing an appreciation and respect for the cultural expressions of others. Music is an integral part of every child's education.



## 5-12 Band and Orchestra Essential Learner Outcomes

1. Performing on instruments, alone and with others, a varied repertoire of music
2. Perform with characteristic tone quality and intonation a varied repertoire of instrumental literature
3. Perform with technical accuracy and articulation a varied repertoire of instrumental literature
4. Perform with expression and well developed ensemble skills, a varied repertoire of instrumental literature
5. Demonstrate a thorough understanding of conducting gestures through large ensemble performance
6. Perform in a small ensemble or solo setting
7. Seek membership in honors ensembles
8. Seek private instrumental music lessons Reading and notating music
9. Demonstrate the ability to read and notate music
10. Sight read accurately and expressively
11. Demonstrate the ability to read a small ensemble score by describing how elements of music are used and explaining all transpositions Listening to, analyzing, and describing music
12. Compare ways in which musical materials are used in a given example relative to ways in which they are used in other works of the same genre of style
13. Analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive
14. Attend a professional or collegiate concert band, jazz band, or symphony orchestra concert Evaluating music and performances
15. Evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it used to evoke feelings and emotions
16. Evaluate a performance by comparing it to a previous performance of the same composition, arrangement, or improvisation
17. Self evaluate a performance using predetermined musical criteria Understanding relationships between music, and other arts, and disciplines outside the arts
18. Compare the uses of characteristic elements, artistic processes, and organizational principles among the arts in different historical and cultural periods
19. Explain how the roles of creators, performers, and others involved in the production and presentation of the arts are similar to and different from one another in the various arts

**5-12 Orchestra Scope and Sequence**

| <b>Grade</b>   | <b>Mechanics</b><br>The ability to manipulate the necessary body parts, such as arm and fingers, etc. so as to bring about correct responses from the instrument.  | <b>Performance Skills</b><br>The ability to produce and demonstrate desired results that can be seen and/or heard relative to producing musical sound.   | <b>Music Reading</b><br>The ability to recognize musical symbols instantaneously.  | <b>Ensemble Skills</b><br>The ability to interact musically with other musicians when playing.  | <b>Social Skills</b><br>The ability to develop citizenship skills based upon musical ensemble experience.  |
|--|--|--|--|---|--|
| After 1 year of beginning class instruction, the students will be able to: | <ul style="list-style-type: none"> <li>A. Demonstrate the proper process for unpacking and packing up instrument.</li> <li>B. Properly clean and take care of instrument.</li> <li>C. Demonstrate proper finger, hand and body position while playing their instrument.</li> <li>D. Demonstrate proper bow placement and movement to produce appropriate tone.</li> <li>E. Attend, on time, all scheduled rehearsals and performances.</li> <li>F. Develop eye contact with instructor for instruction and conduction purposes.</li> </ul> | <ul style="list-style-type: none"> <li>A. Maintain steady characteristic tones for a reasonable length of time on at least the “D” and “A” strings.</li> <li>B. Demonstrate the correct start and release of tones when playing.</li> <li>C. Play a basic range of at least an octave in “D” major with good tone and intonation.</li> <li>D. Play at least one major scale such as “D” major in one octave with good tone and intonation using marcato and legato bowing.</li> <li>E. Develop phrasing concepts by connecting logical notes together.</li> <li>F. Perform the following rhythms to a steady pulse in 4/4, 2/4, and 3/4 time signatures at moderate tempi. Whole note, half note, quarter note, two eights</li> <li>G. Perform basic string crossings</li> <li>H. Demonstrate good self-discipline, attitude, and attendance.</li> </ul> | <ul style="list-style-type: none"> <li>A. Recognize letter names,</li> <li>B. Recognize sharps</li> <li>C. Recognize bar lines, measures, first and second endings, repeat signs, DC al fine,</li> <li>D. Recognize clef signs (Treble, Alto, and Bass),</li> <li>E. Recognize time signatures (4/4, 3/4, 2/4),</li> <li>F. Recognize quarter note, half note, eighth note, whole note, dotted half note, and their corresponding rests</li> </ul> | <ul style="list-style-type: none"> <li>A. Be able to match several unison pitches with another musician within the one octave “D” scale</li> <li>B. Be able to keep a steady beat while playing and staying together with other students.</li> <li>C. Be able to start and stop with other players at the same exact time.</li> <li>D. Be able to maintain an independent basic rhythm while playing with other to the same pulse</li> <li>E. Play several simple tunes with the class well.</li> <li>F. Be able to balance to the ensemble by knowing when to play louder (melody) and softer (accompaniment).</li> <li>G. Perform two part harmony.</li> <li>H. Develop sensitivity to ensemble playing appropriate to the style of music performed.</li> </ul> | <ul style="list-style-type: none"> <li>A. Develop responsibility to attend class regularly and punctually.</li> <li>B. Exhibit proper classroom responsibilities in arranging their own cases and chair and stand placement.</li> <li>C. Bring necessary materials to class.</li> <li>D. Show respect for the instrument in its care, storage, maintenance, and appropriate times and places to play.</li> <li>E. Develop respectful attitudes towards peers and self in the learning process.</li> <li>F. Learn his/her value within the ensemble.</li> <li>G. Take responsibility to practice and prepare assignments for class.</li> <li>H. Measure and take pride in the progress of themselves and in others.</li> <li>I. Demonstrate proper attention (listening skills and concentration) in class and performance times.</li> <li>J. Learn the art of trying and of taking risks, or persevering and achieving a sense of accomplishment.</li> </ul> |

| Grade  | Mechanics   | Performance Skills  | Music Reading  | Ensemble Skills   | Social Skills     |
|--|---|---|--|---|-------------------|
| After 2 years of class instruction students will be able to:               | <p>All of the above plus the following:</p> <p>A. Demonstrate proper finger patterns in D, G, and C major</p> <p>B. Demonstrate good bow control by maintaining a long steady tone when playing a sustained series of notes.</p> <p>C. Demonstrate the ability to slur at least two notes.</p> <p>D. Demonstrate proper bow usage when playing tenuto and staccato.</p> | <p>All of the above plus the following:</p> <p>A. Demonstrate the playing of combinations of the following rhythms at moderate tempi: whole, half, quarter, dotted half, dotted quarter eighth, two eighths, 4 sixteenth notes</p> <p>B. Demonstrate accurate playing in major key signatures of G and D, and know corresponding major scales.</p>  | <p>All of the above plus the following:</p> <p>A. Read dotted quarter eighth note combinations</p> <p>B. Read eighth two sixteenth combination</p> <p>C. Read two sixteenth eighth note combination</p> <p>D. Read eighth rests, sixteenth rests</p>   | <p>All of the above plus the following:</p> <p>A. Be able to tune by interval reference to another musician's pitch in 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, octave, and unison.</p> <p>B. Play their instrument in tune within the ensemble.</p> <p>C. Play with proper implied or written dynamics within the ensemble.</p> <p>D. Perform either the melody or inner voice line within the harmonic structure of the ensemble.</p> <p>E. Properly balance their own parts within an ensemble.</p> | All of the above. |
| Middle School Level. After 1 year of instruction students will be able to: | <p>All of the above plus the following:</p> <p>A. Demonstrate the proper mechanics of playing piano, forte and a simple crescendo on a single tone within a reasonable range.</p> <p>B. Demonstrate respect and proper daily and periodic care of instrument.</p> <p>C. Explore advanced left hand skills (shifting to 3<sup>rd</sup> position and vibrato)</p>         | <p>All of the above plus the following:</p> <p>A. Develop an effective playing range with good tone quality consisting of at least two octaves.</p> <p>B. Play accurately at sight grade 1 (easy) orchestra literature.</p> <p>C. Tune their own instrument using fine tuners in relationship to a given pitch without regular assistance of the instructor.</p> <p>D. Be able to demonstrate playing at p, mp, mf, f dynamic levels as well as crescendo and diminuendo.</p> <p>E. Demonstrate ability to follow the conductor's tempi and dynamics.</p> <p>F. Demonstrate a variety of learned pieces with sensitivity to intonation, rhythm, tone, tempo, articulation, dynamics, phrasing, and style.</p> <p>G. Explore advanced key signatures of C, A, and F major and D minor and understand the affected corresponding notes.</p> | <p>All of the above plus the following:</p> <p>A. Instantly read and name all notes within the staff with corresponding fingerings.</p> <p>B. Read and recognize notes on ledger lines above and below the staff within the normal playing range of the instrument.</p> <p>C. Be able to sight read with assistance, grade 1 (easy) orchestra literature.</p> <p>D. Read and understand common music nomenclature.</p> | <p>All of the above plus the following:</p> <p>A. Blend the sound of their instrument within their section and within the ensemble.</p> <p>B. Be able to articulate all tones in uniformity of like parts with other players.</p> <p>C. Perform within a four part harmony structure of an ensemble effectively.</p> <p>D. Perform independent rhythmic parts within an ensemble, at grade 1 to 1.5 level.</p>  | All of the above. |

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| <p>Middle School Level.<br/>After 2 years of class instruction the students will be able to:</p> | <p>All of the above plus the following:<br/>A. Proper, well-developed habits of posture, bow usage, instrument playing position, and tone production.<br/>B. Demonstrate advanced left hand skills (shifting to 3<sup>rd</sup> position and vibrato)</p>   | <p>All of the above plus the following:<br/>A. Demonstrate characteristic tone over the full range of appropriate register and through all dynamic marking levels.<br/>B. Perform easily grade 2 literature in meters of 2/4, 3/4, 4/4, 3/8, 6/8 (fast and slow)<br/>C. Perform a variety of attacks, articulations and relations, appropriate to different styles of music.<br/>D. Be able to perform well the following major scales in the appropriate number of octaves: C, G, D, A, F, Bb<br/>E. Perform and recognize intervals within a major scale, with reference from the tonic.<br/>F. Play with constant awareness and sensitivity to phrasing.<br/>G. Perform at all concerts with proper attire and deportment.</p>   | <p>All of the above plus the following:<br/>A. Read and readily understand the following meters: 2/4, 3/4, 4/4, 3/8, 6/8 (fast and slow), and cut time<br/>B. Reading rhythmic combinations of: dotted eighth-sixteenth, triplet eighths, triplet quarters, 6/8 time, dotted quarter-quarter-eighth (6/8)<br/>C. Read, recognize, and instantly respond to standard notations for entire appropriate range of their instrument.<br/>D. Read in and readily understand major keys of C, G, D, A, F, Bb throughout their playing range.<br/>E. Read and understand all intervals within a major scale (with reference from the tonic)<br/>F. Read, at sight, rhythmic and tonal patterns appropriate to the easy level (grade 1)<br/>G. Be able to sight read with assistance, grade 2 (intermediate) orchestra literature.</p> | <p>All of the above plus the following:<br/>A. Adjust and tune pitches during ensemble playing without direct assistance from the instructor.<br/>B. Balance and blend their sound within the ensemble.<br/>C. Explore "classical", contemporary, and popular musical styles with the ensemble.<br/>D. Develop sensitivity to ensemble phrasing appropriate to the style of music performed.<br/>E. Demonstrate rhythmic independence within multi-part orchestra literature.<br/>F. Demonstrate ensemble dynamics in regards to contrasts and balance.<br/>G. Demonstrate correct uniformity of bowing and articulation appropriate to the style of music being performed.</p> | <p>All of the above.</p>   |
| <p><b>Grade</b></p>  | <p><b>Mechanics</b></p>  | <p><b>Performance Skills</b></p>  | <p><b>Music Reading</b></p>   | <p><b>Ensemble Skills</b></p>   | <p><b>Social Skills</b></p>  |
| <p>High School Level.<br/>Students will be able to:</p>  | <p>All of the above plus the following:<br/>A. Demonstrate proper fingerings, diatonic and chromatic throughout the playing range of their instrument.<br/><br/>Playing range of instruments for this level includes:<br/>Violin 7<sup>th</sup> position on the E string<br/>Viola 7<sup>th</sup> position on the A string<br/>Cello 7<sup>th</sup> position on the A string<br/>Bass The mid-point harmonic on the G string</p> | <p>All of the above plus the following:<br/>A. Demonstrate an advanced characteristic tone over the listed range, performable with all dynamics and vibrato.<br/>B. Demonstrate proper bowing articulation including: Legato, staccato, marcato, spiccato, hooked bowing, col legno, sul tasto, martele, tremelo<br/>C. Perform the following major scales: C, G, D, A, E, F, Bb, Eb, Ab<br/>D. Play readily in all meters of 2/2, 3/4, 4/4, 5/4, 6/4, 3/8, 6/8, 9/8, 12/8 at a minimum of grade 3 literature level.<br/>E. Demonstrate corrective pitch discrimination.<br/>F. Demonstrate continued constant awareness and sensitivity to the individual and ensemble artistic phrasing concepts.<br/>G. Demonstrate knowledge of pitch tendencies as related to the listed performance range of their instrument.<br/>H. Demonstrate the correct usage of a mechanical tuning device.<br/>I. Demonstrate the ability to identify the difference between major and minor tonalities in performance.<br/>J. Demonstrate the ability to sight read syncopated rhythms.<br/>K. Demonstrate knowledge of pitch tendencies within chordal harmonies.</p> | <p>All of the above plus the following:<br/>A. Read at least grade 3 literature.<br/>B. Read readily in the following keys: C, G, D, A, E, F, Bb, Eb, Ab<br/>C. Read, identify, and perform an expanded music vocabulary and symbols applicable to grade 3 and above literature.<br/>D. Sight read grade 2 literature with syncopation and dotted rhythms.</p>  | <p>All of the above plus the following:<br/>A. Refine ensemble pitch discrimination.<br/>B. Refine balance and blending of their instrument tone within sections and the large ensemble.<br/>C. Develop facility and experience in interpretations of a variety of at least grade 3 literature within the standard orchestra repertoire.</p>  | <p>All of the above.<br/>A. Students understand the role of music through history<br/>B. Students understand the role of music across various cultures<br/>C. Student understand how music has developed through history<br/>D. Students understand the importance of music in other disciplines<br/>E. Students understand the importance of music in our society</p> |

| Band Scope and Sequence   |  |   |   |   |   |   |    |    |    |
|---|--|---|---|---|---|---|----|----|----|
| Band Grades 5 - 12  |  |   |   |   |   |   |    |    |    |
| I= Introduce    R= Reinforce    M=Master  |  | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| <b>Marching Technique</b>   |  |   |   |   |   |   |    |    |    |
| Identify and demonstrate a proper step style  |  |   |   |   |   | I | R  | R  | M  |
| Identify and demonstrate proper body/instrument position  |  |   |   |   |   | I | R  | R  | M  |
| Demonstrate an awareness of intervallic and formation relationships within the marching unit                            |  |   |   |   |   | I | R  | R  | M  |
| <b>Jazz Technique &amp; Style</b>   |  |   |   |   |   |   |    |    |    |
| Demonstrate an understanding of jazz notation and articulation  |  |   |   | I | I | R | M  |    |    |
| Identify various jazz styles through listening and /or performance including swing, latin, blues, funk, rock and ballad |  |   |   | I | I | R | M  |    |    |
| Perform an improvised solo  |  |   |   | I | I | R | M  |    |    |
| Perform a B Flat and F Blues Scale  |  |   |   | I | I | R | M  |    |    |
| Identify chord symbols  |  |   |   | I | I | R | M  |    |    |
| Identify scales and modes as they are related to harmonic progressions  |  |   |   | I | I | R | M  |    |    |
| <b>Interdisciplinary Relationships</b>  |  |   |   |   |   |   |    |    |    |
| Developments during ancient cultures, middle ages, renaissance, baroque, classical, romantic, and twentieth century     |  |   |   | I | R | R | M  |    |    |

|  |   |   |   |   |   |   |   |   |
|--|---|---|---|---|---|---|---|---|
| Identify Composers: Middle ages, Renaissance, Baroque, Classical, Romantic and Twentieth Century   |   |   | I | R | R | M |   |   |
| Compare the similar characteristic materials of two or more artistic disciplines   |   |   | I | R | R | M |   |   |
| Describe the ways in which music affects culture, emotion, etc.  | I | R | R | M |   |   |   |   |
| <b>Posture</b>   |   | R | R | M |   |   |   |   |
| Demonstrate proper posture while playing   | I | R | R | M |   |   |   |   |
| Demonstrate proper hand position on instrument/mallet or stick while playing   | I | R | R | M |   |   |   |   |
| <b>Instrument Care and Maintenance</b>   |   |   |   |   |   |   |   |   |
| Demonstrate proper instrument assembly and disassembly   | I | R | R | M |   |   |   |   |
| Demonstrate how to properly clean and lubricate the instrument   | I | R | R | M |   |   |   |   |
| Demonstrate how to independently select a qualitative upgrade instrument   |   |   |   |   | I | R | R | M |
| <b>Ensemble Performance</b>  |   |   |   |   |   |   |   |   |
| Demonstrate proper individual playing technique as it relates to the performance of the ensemble   | I | R | R | M |   |   |   |   |
| Demonstrate responsible behavior towards self, teacher, and fellow students through proper rehearsal attitude, and attendance at rehearsals and concerts | R | R | M |   |   |   |   |   |
| Demonstrate the ability to adjust individual performance as it relates to the  |   | I | R | R | R | R | M |   |

|   |   |   |   |   |   |  |  |  |
|---|---|---|---|---|---|--|--|--|
| group   |   |   |   |   |   |  |  |  |
| Develop and apply the ability to distinguish between quality and non-quality performance by attending and evaluating live performances. | I | R | R | M |   |  |  |  |
| <b>Practice Technique</b>   |   |   |   |   |   |  |  |  |
| Practice outside of class and develop individual goals  |   | I | R | R | M |  |  |  |
| Demonstrate effective use of practice techniques through self-assessment and classroom assessment                                       |   | I | R | R | M |  |  |  |
| Demonstrate a knowledge of and effectively use common practice aids and materials   |   | I | R | R | M |  |  |  |
| <b>Technique Development</b>  |   |   |   |   |   |  |  |  |
| Demonstrate ability to tap foot to pulse of music   | I | R | R | M |   |  |  |  |
| Demonstrate proper embouchure   | I | R | R | M |   |  |  |  |
| Demonstrate a good characteristic tone on instrument  | I | R | R | M |   |  |  |  |
| Demonstrate proper breathing technique  | I | R | R | M |   |  |  |  |
| Demonstrate proper breath control   |   | I | R | R | M |  |  |  |
| Demonstrate the ability to perform music with a variety of rhythmic figures   |   |   |   |   |   |  |  |  |
| Whole note/rest   | R | R | M |   |   |  |  |  |
| Half note/rest  | R | R | M |   |   |  |  |  |
| Quarter note/rest   | R | R | M |   |   |  |  |  |
| Eighth note/rest  | I | R | R | M |   |  |  |  |
| Tied note/rest  |   | I | R | R | M |  |  |  |

|   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|
| Dotted notes/rest   |   | I | R | R | M |   |   |   |
| Sixteenth note/rest   |   |   | I | R | R | M |   |   |
| Triplets  |   |   | I | R | R | M |   |   |
| Demonstrate the ability to perform music in various meters  |   |   |   |   |   |   |   |   |
| 4/4 or common time  | I | R | R | M |   |   |   |   |
| 2/4 Time  |   | I | R | R | M |   |   |   |
| 3/4 time  |   | I | R | R | M |   |   |   |
| 2/2 time or cut time  |   |   |   | I | R | R | M |   |
| 3/8 time  |   |   |   |   | I | R | R | M |
| 6/8 time  |   |   |   |   | I | R | R | M |
| 5/8 time  |   |   |   |   | I | R | R | M |
| 7/8 time  |   |   |   |   | I | R | R | M |
| 9/8 time  |   |   |   |   | I | R | R | M |
| 6/4 time  |   |   |   |   | I | R | R | M |
| 5/4 time  |   |   |   |   | I | R | R | M |
| 12/8 time   |   |   |   |   | I | R | R | M |
| Identify and perform the designated intervals in tune and with proper embouchure and breath support |   |   |   |   |   |   |   |   |
| Intervals of a half step  | I | R | R | M |   |   |   |   |
| Intervals of a whole step   | I | R | R | M |   |   |   |   |
| Major intervals   |   |   | I | R | R | M |   |   |
| Minor intervals   |   |   | I | R | R | M |   |   |
| Perfect intervals   |   |   |   | I | R | R | M |   |
| Augmented intervals   |   |   |   |   | I | R | R | M |
| Diminished intervals  |   |   |   |   | I | R | R | M |
| Attacks   | I | R | R | M |   |   |   |   |
| Demonstrate clean note releases   | I | R | R | M |   |   |   |   |



|  |  |   |   |   |   |   |   |   |
|--|--|---|---|---|---|---|---|---|
| Articulations as related to the style of the music               |  |   |   |   |   |   |   |   |
| Slur   |  | I | R | R | M |   |   |   |
| Staccato   |  | I | R | R | M |   |   |   |
| Accent   |  | I | R | R | M |   |   |   |
| Tenuto   |  | I | R | R | M |   |   |   |
| Sforzando  |  | I | R | R | M |   |   |   |
| Double tonguing  |  |   |   |   | I | R | R | M |
| Portato  |  |   |   |   | I | R | R | M |
| Correctly identify and play tempo markings as indicated in music |  |   |   |   |   |   |   |   |
| - Moderato   |  | I | R | R | M |   |   |   |
| - Allegro  |  | I | R | R | M |   |   |   |
| - Andante  |  |   | I | R | R | M |   |   |
| - Andantino  |  |   | I | R | R | M |   |   |
| - Allegretto   |  |   | I | R | R | M |   |   |
| - Ritardando   |  |   | I | R | R | M |   |   |
| - Rallentando  |  |   | I | R | R | M |   |   |
| - Accelerando  |  |   | I | R | R | M |   |   |
| - Largo/Lento  |  |   |   | I | R | R | M |   |
| - Adagio   |  |   |   | I | R | R | M |   |
| - Vivace   |  |   |   | I | R | R | M |   |
| - Presto   |  |   |   | I | R | R | M |   |
| - Prestissimo  |  |   |   | I | R | R | M |   |
| - Grave  |  |   |   |   | I | R | R | M |
| - Tempo 1/Tempo Primo/A Tempo                                    |  |   |   |   | I | R | R | M |
| - Rubato   |  |   |   |   | I | R | R | M |
| Correctly identify and perform dynamics as indicated in music    |  |   |   |   |   |   |   |   |

|   |   |   |   |   |   |   |  |  |
|---|---|---|---|---|---|---|--|--|
| Piano   | I | R | R | M |   |   |  |  |
| Mezzo Piano   |   | I | R | R | M |   |  |  |
| Mezzo Forte   |   | I | R | R | M |   |  |  |
| Forte   | I | R | R | M |   |   |  |  |
| Crescendo/Decrescendo   |   | I | R | R | M |   |  |  |
| Forte Piano   |   | I | R | R | M |   |  |  |
| Pianissimo  |   | I | R | R | M |   |  |  |
| Fortissimo  |   | I | R | R | M |   |  |  |
| Correctly identify and perform the following stylistic markings |   |   |   |   |   |   |  |  |
| Marcato   |   |   | I | R | R | M |  |  |
| Cantabile   |   |   | I | R | R | M |  |  |
| Sostenuto   |   |   | I | R | R | M |  |  |
| Maestoso  |   |   | I | R | R | M |  |  |
| Grazioso  |   |   | I | R | R | M |  |  |
| Dolce   |   |   | I | R | R | M |  |  |
| Correctly identify, notate, and execute the following rudiments |   |   |   |   |   |   |  |  |
| - Single Stroke Roll  |   | I | R | R | M |   |  |  |
| - Double Stroke Roll - Open Roll                                |   | I | R | R | M |   |  |  |
| - Multiple-Bounce Roll / Closed Roll                            |   | I | R | R | M |   |  |  |
| - 5 Stroke Roll & its sixteenth note roll base                  |   | I | R | R | M |   |  |  |
| - 9 Stroke Roll & its sixteenth note roll base                  |   | I | R | R | M |   |  |  |
| - 17 Stroke Roll & its sixteenth note roll base                 |   | I | R | R | M |   |  |  |
| - Flam  |   | I | R | R | M |   |  |  |
| - Drag / Ruff   |   | I | R | R | M |   |  |  |
| - Single Paradiddle   |   | I | R | R | M |   |  |  |

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| - Flam Tap   |   |   | I | R | R | M |  |  |
| - Flam Accent  |   |   | I | R | R | M |  |  |
| - Double Paradiddle  |   | I | R | R | M |   |  |  |
| - Triple Paradiddle  |   | I | R | R | M |   |  |  |
| - Paradiddle-diddle  |   | I | R | R | M |   |  |  |
| Correctly execute proper mallet grip and stroke                                    | I | R | R | M |   |   |  |  |
| Correctly execute proper timpani grip and stroke                                   |   | I | R | R | M |   |  |  |
| Accurately tune timpani to the designated center of pitch                          |   | I | R | R | M |   |  |  |
| Demonstrate proper playing technique of world percussion instruments               |   | I | R | R | M |   |  |  |
| Demonstrate proper playing technique for auxiliary instruments (Cym/tamb/triangle) |   | I | R | R | M |   |  |  |
| <b>Music Theory &amp; Terminology</b>  |   |   |   |   |   |   |  |  |
| Correctly identify, explain, and perform the following terms:                      |   |   |   |   |   |   |  |  |
| - Musical Staff / Grand Staff  | R | R | M |   |   |   |  |  |
| - Ledger Lines   | I | R | R | M |   |   |  |  |
| - Flat / Natural / Sharp Sign (accidental)   | I | R | R | M |   |   |  |  |
| - Treble and Bass Clefs  | R | R | M |   |   |   |  |  |
| - Time Signature (see Technical Development for list of meters)                    | I | R | R | M |   |   |  |  |
| - Measures and Bar Line / Double Bar   | I | R | R | M |   |   |  |  |
| - Breath Mark  | I | R | R | M |   |   |  |  |
| - Key Signatures   | I | R | R | M |   |   |  |  |
| - Enharmonic   | I | R | R | M |   |   |  |  |

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|---|---|---|---|---|---|---|---|---|
| - Fermata   |   | I | R | R | M |   |   |   |
| - Pick Up Note  |   | I | R | R | M |   |   |   |
| - Dynamics (see Technical Development for a list of dynamics) | I | R | R | M |   |   |   |   |
| - Solo / Soli / Tutti / Divisi                                |   | I | R | R | M |   |   |   |
| - Unison  |   | I | R | R | M |   |   |   |
| - Repeat Sign   |   | I | R | R | M |   |   |   |
| - Musical Phrase  |   | I | R | R | M |   |   |   |
| - Simile  |   |   | I | R | R | M |   |   |
| - Grand Pause / Cessura                                       |   |   | I | R | R | M |   |   |
| - Poco a Poco   |   |   | I | R | R | M |   |   |
| - DS Al Fine / DC Al Fine / Da Capo Al Fine                   |   |   | I | R | R | M |   |   |
| - Dal Segno / Fine  |   |   | I | R | R | M |   |   |
| - Coda  |   |   | I | R | R | M |   |   |
| - Multi Measure Rest Sign                                     |   | I | R | R | M |   |   |   |
| - Multi Measure Repeat Sign                                   |   |   | I | R | R | M |   |   |
| - 1st and 2nd Endings   |   |   | I | R | R | M |   |   |
| - 1 Measure Repeat Sign                                       |   |   | I | R | R | M |   |   |
| - Trill   |   |   |   | I | R | R | M |   |
| - Subito  |   |   |   | I | R | R | M |   |
| Correctly identify, explain, and perform the following terms: |   |   |   |   |   |   |   |   |
| - Tacet   |   |   |   |   | I | R | R | M |
| - Con Sordino   |   |   |   |   | I | R | R | M |
| - Tremolo   |   |   |   |   | I | R | R | M |
| - Grace Note  |   |   |   |   | I | R | R | M |
| - 8va   |   |   |   |   | I | R | R | M |

|  |   |   |   |   |   |   |   |   |
|--|---|---|---|---|---|---|---|---|
| - Simple Meter (Identify strong and weak beats)  |   |   |   |   | I | R | R | M |
| - Compound Meter (Identify strong and weak beats)  |   |   |   |   | I | R | R | M |
| - Musical Form   |   |   |   |   | I | R | R | M |
| Explain the relationship between time signatures and note values                         | R | R | M |   |   |   |   |   |
| Identify pitches on the bass and treble clef staves                                      | R | R | M |   |   |   |   |   |
| Identify note and rest values (see technical development for a list of rhythmic figures) | R | R | M |   |   |   |   |   |
| Understand the Circle of Fourths in relation to key signatures and scales                |   |   | I | R | R | M |   |   |
| Identify and perform intervals, triads, and seventh chords                               |   |   |   |   | I | R | R | M |

# 5 and 6 Orchestra



|   |   |
|---|---|
| Content Area: Instrumental Music<br><br>Course: 5 <sup>th</sup> Grade Orchestra | Unit Title: Elements of Music<br><br>Unit Duration: Ongoing |
|---|---|

|   |   |
|---|---|
| <b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b> <ul style="list-style-type: none"> <li>Essential Elements for Strings 2000</li> <li>Repertoire</li> </ul> | <b>BIG IDEA(S):</b> <ul style="list-style-type: none"> <li>Have an understanding of the vocabulary and notation of music</li> </ul>   |
| <b>ENDURING UNDERSTANDINGS:</b> <ul style="list-style-type: none"> <li>Develop and apply the knowledge and skills to read and notate music</li> </ul>               | <b>ESSENTIAL QUESTIONS:</b> <ul style="list-style-type: none"> <li>What symbols are used to represent the sounds in music?</li> <li>What symbols or pictures can be used to notate music?</li> <li>What symbols can be used for expression in music?</li> <li>How is music notated on the staff?</li> <li>How can students describe what is heard in a piece of music?</li> </ul> |

**WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?**

Standards, Concepts, Content, Skills, Products, Vocabulary

| REFERENCE/STANDARD<br><i>i.e. GLE/CLE/MLS/NGSS</i> | STANDARDS: Content specific standards that will be addressed in this unit.  | MAJOR STANDARD | SUPPORTING STANDARD |
|--|---|----------------|---------------------|
| GLE  | EM1A5: Read standard rhythmic notation in 2/4, 3/4, 4/4 and 6/8 meter signatures with bar lines consisting of: whole note/rest, quarter note/rest, half note/rest, eighth-note pairs, dotted half note, sixteenth notes, eighth note/rest, dotted quarter note/rest, 3 eighth notes beamed together in 6/8, syncopation | X              |                     |
| GLE  | EM1B5: Identify standard pitch notation in the clef appropriate to the student's instrument in an appropriate range and keys including two ledger lines above and below the staff. Identify: accidentals, sharps, flats, natural signs  | X              |                     |

| GLE   | EM1C5: Identify standard symbols for dynamics, tempo and articulation: p for piano, f for forte, mp for mezzo piano, mf for mezzo forte, pp for pianissimo, ff for fortissimo, cresc or < for crescendo, decres or > for decrescendo, dim for diminuendo, ritardando, allegro, moderato, andante, a tempo, accent, fermata, staccato, legato  |   | X |
|---|---|---|---|
| GLE   | EM1D5: Notate rhythmic patterns and dynamics presented by the teacher in 2/4, 3/4 and 4/4 meter signature using bar lines, whole note/rest, quarter note/rest, half note/rest, eighth-note pairs, dotted half note, sixteenth notes, p for piano, f for forte, mp for mezzo piano, mf for mezzo forte, cresc for crescendo, decresc for decrescendo, dim for diminuendo, eighth note/rest | X   | X |
| GLE   | EM1E5: Independently interpret simple rhythmic and melodic notation at sight  |   | X |
| <b>OBJECTIVE # 1</b>  | Develop and apply music reading and notation skills   |   |   |
| <b>REFERENCES/STANDARDS</b><br><br><i>i.e. GLE/CLE/MLS/NGSS</i>   | <ul style="list-style-type: none"> <li>EM1A5, EM1B5, EM1C5, EM1D5, EM1E5</li> </ul>   |   |   |
| WHAT SHOULD STUDENTS...   |   |   |   |
| UNDERSTAND?   | KNOW?   | BE ABLE TO DO?  |   |
| <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>  | <i>Facts, Names, Dates, Places, Information,</i><br><br><i>ACADEMIC VOCABULARY</i>  | <i>Skills; Products</i>   |   |
| <ul style="list-style-type: none"> <li>Students will understand how to read and notate standard Rhythmic Notation as it relates to time signatures.</li> <li>Students will understand how to read and notate standard Pitch Notation including two ledger lines above and below the clef appropriate to the student's instrument.</li> <li>Students can describe the function of</li> </ul> | <ul style="list-style-type: none"> <li>Rhythmic Notation including whole note/rest, quarter note/rest, half note/rest, eighth note/rest, dotted half note/rest, eighth note pairs, sixteenth notes, eighth note/rest, dotted quarter note/rest, note beamings.</li> <li>Accidentals (Including sharp, flat, and natural).</li> </ul>  | <ul style="list-style-type: none"> <li>Identify terms from Rhythmic Notation.</li> <li>Identify the number of counts in simple duple and triple time signatures.</li> <li>Count and clap a 4-bar phrase of rhythms that employ syncopation.</li> <li>Identify symbols for musical expression.</li> <li>Read and notate rhythmic patterns presented</li> </ul> |   |

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| <p>accidentals.</p> <ul style="list-style-type: none"> <li>• Students will understand the number of counts in simple, duple, and triple time signatures.</li> <li>• Students understand the dynamic, tempi, and expressive symbols of academic vocabulary.</li> <li>• Students understand how to sight read notes and rhythms in a short piece of music using standard music notation.</li> </ul> | <ul style="list-style-type: none"> <li>• Time signatures in 2/4, ¾, 4/4, and 6/8 meter.</li> <li>• Syncopation</li> <li>• Pitch Notation including staff, clef, ledger line, sharps, flats, and natural signs.</li> <li>• Symbols of expression including symbols for dynamics, tempo and articulation including <i>p</i> for piano, <i>f</i> for forte, <i>mp</i> for mezzo piano, <i>mf</i> for mezzo forte, <i>pp</i> for pianissimo, <i>ff</i> for fortissimo, <i>cresc.</i> Or <i>&lt;</i> for crescendo, <i>decrec</i> or <i>&gt;</i> for decrescendo, <i>dim</i> for <i>diminuendo</i>, <i>accelerando</i>, <i>ritardando</i>, <i>allegro</i>, <i>moderato</i>, <i>andante</i>, <i>a tempo</i>, <i>accent</i>, <i>fermata</i>, <i>ties</i>, <i>slurs</i>, <i>staccato</i> and <i>legato</i>.</li> </ul> | <p>by teacher.</p> <ul style="list-style-type: none"> <li>• Read and notate pitches on the appropriate staff involving all notes two ledger lines above and below the staff.</li> <li>• Read and notate dynamic symbols.</li> <li>• Sight read rhythmic patterns as an ensemble.</li> <li>• Sight read a combination of rhythmic and melodic patterns as an ensemble.</li> </ul> |
|---|--|--|

**FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING**

| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>   | <b>STUDENT LEARNING TASK</b>  | <b>DOK TARGET</b><br><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|---|---|---|
| <ul style="list-style-type: none"> <li>• Utilize music demonstrating finger patterns on the student’s appropriate instrument and music using standard notation.</li> <li>• Utilize music demonstrating rhythmic notations from the academic vocabulary</li> <li>• Utilize music demonstrating the dynamic,</li> </ul> | <ul style="list-style-type: none"> <li>• Analyze simple rhythms or division of beat and perform by clapping, saying, or playing the pattern.</li> <li>• Students will read rhythms using rhythmic syllables.</li> <li>• Students will read melodies using finger</li> </ul> | <p>1,2,3</p>  |



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| <ul style="list-style-type: none"> <li>tempi, and expressive symbols of academic vocabulary.</li> <li>Utilize music to rehearse sight reading of notes and rhythms.</li> </ul>  | <p>numbers or note names.</p> <ul style="list-style-type: none"> <li>Perform a familiar melody with varying expression marks (dynamics/tempi).</li> <li>Students will sight read rhythms and melodies as a class.</li> </ul> |   |
|   | <b>PRIOR KNOWLEDGE CONNECTIONS</b>   |   |
|   | <ul style="list-style-type: none"> <li>Elementary music courses</li> </ul>   |   |
| <b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>   |  |   |
| <b>ASSESSMENT DESCRIPTION</b>   | <b>FORMATIVE OR SUMMATIVE?</b>   | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>Observation</li> <li>Individual/group tracking exercise</li> <li>Students play individually and as a group while the teacher listens for growth in imitation skills</li> <li>Written assessment of music notation</li> <li>Weekly Practice Charts</li> </ul> | <p>Formative</p> <p>Summative</p>  | 1,2,3   |
| <b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>  |  |   |
| <i>Possible Interventions</i>   |  |   |
| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>   | <b>STUDENT LEARNING TASK</b>   | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>Work one on one with student as time allows</li> <li>Practice and reteach whole group, breaking</li> </ul>   | <ul style="list-style-type: none"> <li>Work with partner to identify pitches and rhythmic notation</li> <li>Students choose correct rhythmic and</li> </ul>  | 1,2,3   |

|   |   |  |
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| <p>down vocabulary/skill</p> <ul style="list-style-type: none"> <li>• Modify music by breaking down into smaller pieces</li> <li>• Teacher performs a short pattern while students determine correct rhythmic and dynamic notation</li> </ul> | <p>dynamic notation after teacher performs short pattern</p> <ul style="list-style-type: none"> <li>• Work with partner to identify music notation</li> </ul>             |  |
| <p><b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b></p> <p><i>Possible Extensions/Enrichments</i></p>   |   |  |
| <p><b>INSTRUCTIONAL ACTIVITY/METHOD</b></p>   | <p><b>STUDENT LEARNING TASK</b></p>   | <p><b>DOK TARGET</b></p> <p>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)</p> |
| <ul style="list-style-type: none"> <li>• Students will mentor fellow students who need help with identifying pitches and/or rhythmic notation.</li> </ul>   | <ul style="list-style-type: none"> <li>• Mentor student will explain how to read pitch and rhythmic notation on the appropriate staff to a struggling student.</li> </ul> | <p>1,2,3,4</p>   |

**PROFICIENCY SCALES FOR THIS STANDARD**

| <b>STANDARD:</b> Reading standard rhythmic notation |   |  |
|---|---|--|
| <b>SCORE</b>  | <b>DESCRIPTION</b>  | <b>SAMPLE TASKS</b>  |
| <b>4.0</b>  | <b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.</b>   | <ul style="list-style-type: none"> <li>• Perform grade .5 repertoire with 100% accuracy</li> </ul>                               |
| <b>3.5</b>  | In addition to score 3.0 performance, in-depth inferences and applications with partial success.  |  |
| <b>3.0</b>  | <p><b>The student:</b></p> <ul style="list-style-type: none"> <li>• Read and perform standard rhythmic notation in 2/4, ¾, 4/4 and 6/8 meter signatures</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>   | <ul style="list-style-type: none"> <li>• Perform classroom repertoire in a variety of time signatures</li> </ul>                 |
| <b>2.5</b>  | No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content   |  |
| <b>2.0</b>  | <p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• Recognizes or recalls specific terminology, such as:               <ul style="list-style-type: none"> <li>○ whole note/rest, quarter note/rest, half note/rest, eighth-note pairs, dotted half note, sixteenth notes, eighth note/rest, dotted quarter note/rest, 3 eighth notes beamed together in 6/8, syncopation</li> </ul> </li> <li>• Performs basic processes, such as:               <ul style="list-style-type: none"> <li>○ Label and clap standard rhythmic notation in 2/4, ¾, and 4/4</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p> | <ul style="list-style-type: none"> <li>• Recall note names and values</li> <li>• Label the beats for an 8 bar passage</li> </ul> |

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|     |  |  |
| 1.5 | Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content   |  |
| 1.0 | <b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b> |  |
| LND | <b>Even with help, no understanding or skill demonstrated.</b>   |  |

**PROFICIENCY SCALES FOR THIS STANDARD**

| <b>STANDARD:</b> Reading standard pitch notation |   |  |
|--|---|--|
| <b>SCORE</b>                                     | <b>DESCRIPTION</b>  | <b>SAMPLE TASKS</b>  |
| 4.0  | <b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.</b>   | <ul style="list-style-type: none"> <li>• Perform grade .5 repertoire without the use of finger numbers or note names</li> </ul>            |
| 3.5  | In addition to score 3.0 performance, in-depth inferences and applications with partial success.  |  |
| 3.0  | <p><b>The student:</b></p> <ul style="list-style-type: none"> <li>• Read and perform standard pitch notation including two ledger lines above and below the clef appropriate to the student’s instrument using finger numbers or note names.</li> <li>• Read and perform notes with and without accidentals</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p> | <ul style="list-style-type: none"> <li>• Perform classroom repertoire</li> </ul>   |
| 2.5  | No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content   |  |
| 2.0  | <p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• Recognizes or recalls specific terminology, such as:</li> </ul>   | <ul style="list-style-type: none"> <li>• Recall notes applicable to a student’s clef</li> <li>• Label note names on music sheet</li> </ul> |

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|            | <ul style="list-style-type: none"> <li>o Accidental, ledger lines, clef,</li> <li>● Performs basic processes, such as: <ul style="list-style-type: none"> <li>o Recall names of standard pitch notation including two ledge lines above and below the clef appropriate to the student’s instrument</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p> |  |
| <b>1.5</b> | Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content  |  |
| <b>1.0</b> | <b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>  |  |
| <b>LND</b> | <b>Even with help, no understanding or skill demonstrated.</b>  |  |

| <b>STANDARD:</b> Identify and apply standard music symbols |  |   |
|--|--|---|
| <b>SCORE</b>   | <b>DESCRIPTION</b>   | <b>SAMPLE TASKS</b>   |
| <b>4.0</b>   | <b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.</b>  | <ul style="list-style-type: none"> <li>● Perform grade .5 repertoire with 100% accuracy</li> </ul>  |
| <b>3.5</b>   | In addition to score 3.0 performance, in-depth inferences and applications with partial success.   |   |
| <b>3.0</b>   | <p><b>The student:</b></p> <ul style="list-style-type: none"> <li>● Read and perform dynamic, tempi, and expressive symbols of academic vocabulary.</li> </ul> | <ul style="list-style-type: none"> <li>● Perform classroom repertoire with appropriate dynamic, tempi, an expressive music symbols</li> </ul> |

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|------------|---|---|
|            | <b>The student exhibits no major errors or omissions.</b>   |   |
| <b>2.5</b> | No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content   |   |
| <b>2.0</b> | <p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● Recognizes or recalls specific terminology, such as:<br/><br/><i>p</i> for piano, <i>f</i> for forte, <i>mp</i> for mezzo piano, <i>mf</i> for mezzo forte, <i>pp</i> for pianissimo, <i>ff</i> for fortissimo, <i>cresc.</i> Or &lt; for crescendo, <i>decresc</i> or &gt; for <i>decrescendo</i>, <i>dim</i> for <i>diminuendo</i>, <i>accelerando</i>, <i>ritardando</i>, <i>allegro</i>, <i>moderato</i>, <i>andante</i>, <i>a tempo</i>, <i>accent</i>, <i>fermata</i>, <i>ties</i>, <i>slurs</i>, <i>staccato</i> and <i>legato</i>.</li> <li>● Performs basic processes, such as: <ul style="list-style-type: none"> <li>○ Describe the purpose of listed music symbols</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p> | <ul style="list-style-type: none"> <li>● Listen to music sample and identify the music symbol being demonstrated</li> </ul> |
| <b>1.5</b> | Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content  |   |
| <b>1.0</b> | <b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>  |   |
| <b>LND</b> | <b>Even with help, no understanding or skill demonstrated.</b>  |   |

| STANDARD: Notate rhythmic patterns and dynamics |  |   |
|---|--|---|
| SCORE   | DESCRIPTION  | SAMPLE TASKS  |
| 4.0   | In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.   | <ul style="list-style-type: none"> <li>• Compose melody of new and learned rhythmic patterns and perform on instrument</li> </ul>   |
| 3.5   | In addition to score 3.0 performance, in-depth inferences and applications with partial success.   |   |
| 3.0   | <p><b>The student:</b></p> <ul style="list-style-type: none"> <li>• Notate rhythmic patterns and dynamic symbols presented by teacher.</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>   | <ul style="list-style-type: none"> <li>• Notate rhythmic patterns and dynamics presented by the teacher in a variety of time signatures, note values, and dynamics</li> </ul> |
| 2.5   | No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content  |   |
| 2.0   | <p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <li>○ 2/4, ¾ and 4/4 meter signature, whole note/rest, quarter note/rest, half note/rest, eighth-note pairs, dotted half note, sixteenth notes, p for piano, f for forte, mp for mezzo piano, mf for mezzo forte, cresc for crescendo, decresc for decrescendo, dim for diminuendo, eighth note/rest</li> </ul> </li> <li>• Performs basic processes, such as: <ul style="list-style-type: none"> <li>○</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Recall note and dynamic names</li> </ul>   |

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|------------|--|--|
|            | <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>                           |  |
| <b>1.5</b> | Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content   |  |
| <b>1.0</b> | <b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b> |  |
| <b>LND</b> | <b>Even with help, no understanding or skill demonstrated.</b>   |  |

|  |   |   |
|--|---|---|
| <b>STANDARD:</b> : Independently interpret simple rhythmic and melodic notation at sight |   |   |
| <b>SCORE</b>   | <b>DESCRIPTION</b>  | <b>SAMPLE TASKS</b>   |
| <b>4.0</b>   | <b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.</b>   | <ul style="list-style-type: none"> <li>● Sight read grade .5 repertoire with 100% accuracy in first read through</li> </ul>   |
| <b>3.5</b>   | In addition to score 3.0 performance, in-depth inferences and applications with partial success.  |   |
| <b>3.0</b>   | <p><b>The student:</b></p> <ul style="list-style-type: none"> <li>● Sight read notes and rhythms in a short piece of music using standard music notation.</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p> | <ul style="list-style-type: none"> <li>● Sight read rhythmic patterns as an ensemble or individual</li> <li>● Sight read a combination of rhythmic and melodic patterns as an ensemble or individual</li> </ul> |
| <b>2.5</b>   | No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content   |   |



|                   |   |  |
|-------------------|---|--|
| <p><b>2.0</b></p> | <p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <li>○ pitch and rhythm music vocabulary</li> </ul> </li> <li>● Performs basic processes, such as: <ul style="list-style-type: none"> <li>○</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p> | <ul style="list-style-type: none"> <li>● Sight read a combination of rhythmic and melodic patterns as an individual with 60% accuracy</li> </ul> |
| <p><b>1.5</b></p> | <p>Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content</p>   |  |
| <p><b>1.0</b></p> | <p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>   |  |
| <p><b>LND</b></p> | <p><b>Even with help, no understanding or skill demonstrated.</b></p>   |  |



Content Area: Instrumental Music

Course: 6<sup>th</sup> Grade Orchestra

Unit Title: Elements of Music

Unit Duration: Ongoing

**MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:**

- Essential Elements for Strings 2000
- Repertoire

**BIG IDEA(S):**

- Have an understanding of the vocabulary and notation of music

|  |   |
|--|---|
| <p><b>ENDURING UNDERSTANDINGS:</b></p> <ul style="list-style-type: none"> <li>● Develop and apply the knowledge and skills to read and notate music</li> <li>● The learner will be able to read through a piece of music without prior preparation time of learning the music</li> </ul> | <p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>● What symbols are used to represent the sounds in music?</li> <li>● How is music subdivided into sounds</li> <li>● How do time signatures impact note groupings in each musical measure?</li> <li>● What symbols or pictures can be used to notate music?</li> <li>● What symbols can be used for expression in music</li> <li>● What are symbols of expression?</li> <li>● How is musical form notated on the staff?</li> <li>● How can personal expression be demonstrated as it relates to musical notation?</li> <li>● How is music notated on the staff?</li> <li>● How can students describe what is heard in a piece of music?</li> </ul> |
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**WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?**

Standards, Concepts, Content, Skills, Products, Vocabulary

| REFERENCE/STANDARD<br><i>i.e. GLE/CLE/MLS/NGSS</i> | STANDARDS: Content specific standards that will be addressed in this unit.   | MAJOR STANDARD | SUPPORTING STANDARD |
|--|--|----------------|---------------------|
| GLE  | EM1A6: Perform standard rhythmic notation in 2/4, 3/4, 4/4 and 6/8 meter signatures with bar lines consisting of: whole note/rest, quarter note/rest, half note/rest, eighth-note pairs, dotted half note, sixteenth notes, eighth note/rest, dotted quarter note/rest, 3 eighth notes beamed together in 6/8, syncopation | X              |                     |
| GLE  | EM1B6: Identify standard pitch notation in the clef appropriate to the student's instrument in an appropriate range and keys including two ledger lines above and below the staff. Identify: accidentals, sharps, flats, natural signs   | X              |                     |
| GLE  | EM1C6: Apply standard symbols for dynamics, tempo and articulation: p for piano, f for forte, mp for mezzo piano, mf for mezzo forte, pp for pianissimo, ff for fortissimo, cresc or < for crescendo, decres or > for decrescendo, dim for diminuendo, ritardando, allegro, moderato, andante, a tempo, accent,            |                | X                   |

|  | fermata, staccato, legato  |   |   |
|--|--|---|---|
| GLE  | EM1D6: Use standard notation for rhythm, pitch, and expressive elements to record musical ideas of 2 to 4 measures for instruments or voice (See Elements of Music)  | X   | X |
| GLE  | EM1E6: Sight read standard musical notation at levels .5-1 difficulty [Level .5-1 –Easy; may include changes of tempo, *key, and meter; modest ranges]   |   | X |
| <b>OBJECTIVE # 1</b>   | Develop and apply music reading and notation skills  |   |   |
| <b>REFERENCES/STANDARDS</b><br><i>i.e. GLE/CLE/MLS/NGSS</i>  | <ul style="list-style-type: none"> <li>EM1A5, EM1B5, EM1C5, EM1D5, EM1E5</li> </ul>  |   |   |
| WHAT SHOULD STUDENTS...  |  |   |   |
| UNDERSTAND?  | KNOW?  | BE ABLE TO DO?  |   |
| <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>   | <i>Facts, Names, Dates, Places, Information,</i><br><br><i>ACADEMIC VOCABULARY</i>   | <i>Skills; Products</i>   |   |
| <ul style="list-style-type: none"> <li>Students will understand how to read and notate standard Rhythmic Notation as it relates to time signatures.</li> <li>Students will understand how to read and notate standard Pitch Notation including two ledger lines above and below the clef appropriate to the student’s instrument.</li> <li>Students can describe the function of accidentals.</li> <li>Students will understand the number of counts in simple, duple, and triple time signatures.</li> <li>Students understand the dynamic, tempi, and expressive symbols of academic vocabulary.</li> <li>Students understand how to sight read notes</li> </ul> | <ul style="list-style-type: none"> <li>Rhythmic Notation including whole note/rest, quarter note/rest, half note/rest, eighth note/rest, dotted half note/rest, eighth note pairs, sixteenth notes, eighth note/rest, dotted quarter note/rest, note beamings.</li> <li>Accidentals (Including sharp, flat, and natural).</li> <li>Time signatures in 2/4, ¾, 4/4, and 6/8 meter.</li> <li>Syncopation</li> <li>Pitch Notation including staff, clef, ledger line, sharps, flats, and natural</li> </ul> | <ul style="list-style-type: none"> <li>Identify terms from Rhythmic Notation.</li> <li>Identify the number of counts in simple duple and triple time signatures.</li> <li>Count and clap a 4-bar phrase of rhythms that employ syncopation.</li> <li>Identify symbols for musical expression.</li> <li>Read and notate rhythmic patterns presented by teacher.</li> <li>Read and notate pitches on the appropriate staff involving all notes two ledger lines above and below the staff.</li> <li>Read and notate dynamic symbols.</li> <li>Sight read rhythmic patterns as an ensemble.</li> </ul> |   |

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|---|---|--|
| <p>and rhythms in a short piece of music using standard music notation.</p> <ul style="list-style-type: none"> <li>• Students understand that music literacy is essential when creating music.</li> </ul> | <p>signs.</p> <ul style="list-style-type: none"> <li>• Symbols of expression including symbols for dynamics, tempo and articulation including <i>p</i> for piano, <i>f</i> for forte, <i>mp</i> for mezzo piano, <i>mf</i> for mezzo forte, <i>pp</i> for pianissimo, <i>ff</i> for fortissimo, <i>cresc.</i> Or &lt; for crescendo, <i>decresc</i> or &gt; for <i>decrescendo</i>, <i>dim</i> for <i>diminuendo</i>, <i>accelerando</i>, <i>ritardando</i>, <i>allegro</i>, <i>moderato</i>, <i>andante</i>, <i>a tempo</i>, <i>accent</i>, <i>fermata</i>, <i>ties</i>, <i>slurs</i>, <i>staccato</i> and <i>legato</i>.</li> </ul> | <ul style="list-style-type: none"> <li>• Sight read a combination of rhythmic and melodic patterns as an ensemble.</li> <li>• Play a musical example by themselves on sight without prior preparation</li> <li>• Recall names of music terminology</li> <li>• Identify standard musical notation via a written assignment</li> <li>• Demonstrate an understanding of musical notation through performance</li> </ul> |
|---|---|--|

**FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING**

| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>   | <b>STUDENT LEARNING TASK</b>   | <b>DOK TARGET</b><br><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|---|--|---|
| <ul style="list-style-type: none"> <li>• Utilize music demonstrating finger patterns on the student’s appropriate instrument and music using standard notation.</li> <li>• Utilize music demonstrating rhythmic notations from the academic vocabulary</li> <li>• Utilize music demonstrating the dynamic, tempi, and expressive symbols of academic vocabulary.</li> <li>• Utilize music to rehearse sight reading of notes and rhythms.</li> <li>• Demonstrate of how to identify key signatures</li> </ul> | <ul style="list-style-type: none"> <li>• Students will read rhythms using rhythmic syllables.</li> <li>• Students will read melodies using finger numbers or note names.</li> <li>• Perform a familiar melody with varying expression marks (dynamics/tempi).</li> <li>• Students will sight read rhythms and melodies as a class.</li> <li>• Identify major key signatures</li> </ul> | <p align="center">1,2,3</p>   |

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|  | <b>PRIOR KNOWLEDGE CONNECTIONS</b>  |   |
|  | <ul style="list-style-type: none"> <li>Elementary music courses</li> </ul>  |   |
| <b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>  |   |   |
| <b>ASSESSMENT DESCRIPTION</b>  | <b>FORMATIVE OR SUMMATIVE?</b>  | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>Observation</li> <li>Individual/group tracking exercise</li> <li>Students play individually and as a group while the teacher listens for growth in imitation skills</li> <li>Written assessment of music (rhythmic and dynamic) notation</li> <li>Weekly Practice Charts</li> <li>Written basic music theory tests</li> </ul> | Formative<br><br>Summative  | 1,2,3   |
| <b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>   |   |   |
| <i>Possible Interventions</i>  |   |   |
| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>  | <b>STUDENT LEARNING TASK</b>  | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>Work one on one with student as time allows</li> <li>Practice and reteach whole group, breaking down vocabulary/skill</li> <li>Modify music by breaking down into smaller pieces</li> <li>Teacher performs a short pattern while</li> </ul>   | <ul style="list-style-type: none"> <li>Work with partner to identify pitches and rhythmic notation</li> <li>Students choose correct rhythmic and dynamic notation after teacher performs short pattern</li> <li>Work with partner to identify music notation</li> </ul> | 1,2,3   |

| <p>students determine correct rhythmic and dynamic notation</p> <ul style="list-style-type: none"> <li>● Review note names and finger numbers and implement those into daily sight-reading practice</li> </ul>           |   |   |
|--|---|---|
| <p><b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b></p> <p><i>Possible Extensions/Enrichments</i></p>  |   |   |
| <p><b>INSTRUCTIONAL ACTIVITY/METHOD</b></p>  | <p><b>STUDENT LEARNING TASK</b></p>   | <p><b>DOK TARGET</b><br/>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)</p> |
| <ul style="list-style-type: none"> <li>● Students will mentor fellow students who need help with identifying pitches and/or rhythmic notation.</li> <li>● Students will sight read entire new pieces of music</li> </ul> | <ul style="list-style-type: none"> <li>● Mentor student will explain how to read pitch and rhythmic notation on the appropriate staff to a struggling student.</li> <li>● Sight read all new music with 80% accuracy</li> </ul> | <p>1,2,3,4</p>  |

**PROFICIENCY SCALES FOR THIS STANDARD**

| <b>STANDARD:</b> Reading standard rhythmic notation |   |  |
|---|---|--|
| <b>SCORE</b>  | <b>DESCRIPTION</b>  | <b>SAMPLE TASKS</b>  |
| <b>4.0</b>  | <b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.</b>   | <ul style="list-style-type: none"> <li>● Perform grade 1 repertoire with 100% accuracy</li> </ul>                                |
| <b>3.5</b>  | In addition to score 3.0 performance, in-depth inferences and applications with partial success.  |  |
| <b>3.0</b>  | <p><b>The student:</b></p> <ul style="list-style-type: none"> <li>● Read and perform standard rhythmic notation in 2/4, ¾, 4/4 and 6/8 meter signatures</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>   | <ul style="list-style-type: none"> <li>● Perform classroom repertoire in a variety of time signatures</li> </ul>                 |
| <b>2.5</b>  | No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content   |  |
| <b>2.0</b>  | <p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● Recognizes or recalls specific terminology, such as:               <ul style="list-style-type: none"> <li>○ whole note/rest, quarter note/rest, half note/rest, eighth-note pairs, dotted half note, sixteenth notes, eighth note/rest, dotted quarter note/rest, 3 eighth notes beamed together in 6/8, syncopation</li> </ul> </li> <li>● Performs basic processes, such as:               <ul style="list-style-type: none"> <li>○ Label and clap standard rhythmic notation in 2/4, ¾, and 4/4</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p> | <ul style="list-style-type: none"> <li>● Recall note names and values</li> <li>● Label the beats for an 8 bar passage</li> </ul> |

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| 1.5 | Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content   |  |
| 1.0 | <b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b> |  |
| LND | <b>Even with help, no understanding or skill demonstrated.</b>   |  |

| STANDARD: Reading standard pitch notation |   |  |
|---|---|--|
| SCORE                                     | DESCRIPTION   | SAMPLE TASKS   |
| 4.0                                       | <b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.</b>   | <ul style="list-style-type: none"> <li>• Perform grade 1 repertoire without the use of finger numbers or note names</li> </ul>             |
| 3.5                                       | In addition to score 3.0 performance, in-depth inferences and applications with partial success.  |  |
| 3.0                                       | <p><b>The student:</b></p> <ul style="list-style-type: none"> <li>• Read and perform standard pitch notation including two ledger lines above and below the clef appropriate to the student’s instrument using finger numbers or note names.</li> <li>• Read and perform notes with and without accidentals</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p> | <ul style="list-style-type: none"> <li>• Perform classroom repertoire</li> </ul>   |
| 2.5                                       | No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content   |  |
| 2.0                                       | <b>There are no major errors or omissions regarding the simpler details and processes as the</b>  | <ul style="list-style-type: none"> <li>• Recall notes applicable to a student’s clef</li> <li>• Label note names on music sheet</li> </ul> |



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|  | <p><b>student:</b></p> <ul style="list-style-type: none"> <li>● Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <li>○ Accidental, ledger lines, clef,</li> </ul> </li> <li>● Performs basic processes, such as: <ul style="list-style-type: none"> <li>○ Recall names of standard pitch notation including two ledge lines above and below the clef appropriate to the student’s instrument</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p> |   |
| <b>1.5</b>   | Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content   |   |
| <b>1.0</b>   | <b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>   |   |
| <b>LND</b>   | <b>Even with help, no understanding or skill demonstrated.</b>   |   |
| <b>STANDARD:</b> Identify and apply standard music symbols |  |   |
| <b>SCORE</b>   | <b>DESCRIPTION</b>   | <b>SAMPLE TASKS</b>   |
| <b>4.0</b>   | <b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.</b>  | <ul style="list-style-type: none"> <li>● Perform grade 1 repertoire with 100% accuracy</li> </ul>   |
| <b>3.5</b>   | In addition to score 3.0 performance, in-depth inferences and applications with partial success.   |   |
| <b>3.0</b>   | <p><b>The student:</b></p> <ul style="list-style-type: none"> <li>● Read and perform dynamic, tempi, and expressive symbols of academic vocabulary.</li> </ul>   | <ul style="list-style-type: none"> <li>● Perform classroom repertoire with appropriate dynamic, tempi, an expressive music symbols</li> </ul> |

|            |  |   |
|------------|--|---|
|            | <b>The student exhibits no major errors or omissions.</b>  |   |
| <b>2.5</b> | No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content  |   |
| <b>2.0</b> | <p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● Recognizes or recalls specific terminology, such as:<br/><i>p</i> for piano, <i>f</i> for forte, <i>mp</i> for mezzo piano, <i>mf</i> for mezzo forte, <i>pp</i> for pianissimo, <i>ff</i> for fortissimo, <i>cresc.</i> Or &lt; for crescendo, <i>decresc</i> or &gt; for <i>decrescendo</i>, <i>dim</i> for <i>diminuendo</i>, <i>accelerando</i>, <i>ritardando</i>, <i>allegro</i>, <i>moderato</i>, <i>andante</i>, <i>a tempo</i>, <i>accent</i>, <i>fermata</i>, <i>ties</i>, <i>slurs</i>, <i>staccato</i> and <i>legato</i>.</li> <li>● Performs basic processes, such as: <ul style="list-style-type: none"> <li>○ Describe the purpose of listed music symbols</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p> | <ul style="list-style-type: none"> <li>● Listen to music sample and identify the music symbol being demonstrated</li> </ul> |
| <b>1.5</b> | Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content   |   |
| <b>1.0</b> | <b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>   |   |
| <b>LND</b> | <b>Even with help, no understanding or skill demonstrated.</b>   |   |

| <b>STANDARD:</b> Notate rhythmic patterns and dynamics |  |   |
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| <b>SCORE</b>   | <b>DESCRIPTION</b>   | <b>SAMPLE TASKS</b>   |
| <b>4.0</b>   | <b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.</b>  | <ul style="list-style-type: none"> <li>• Compose melody of new and learned rhythmic patterns and perform on instrument</li> </ul>   |
| <b>3.5</b>   | In addition to score 3.0 performance, in-depth inferences and applications with partial success.   |   |
| <b>3.0</b>   | <p><b>The student:</b></p> <ul style="list-style-type: none"> <li>• Notate rhythmic patterns and dynamic symbols presented by teacher.</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>   | <ul style="list-style-type: none"> <li>• Notate rhythmic patterns and dynamics presented by the teacher in a variety of time signatures, note values, and dynamics</li> </ul> |
| <b>2.5</b>   | No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content  |   |
| <b>2.0</b>   | <p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <li>o 2/4, ¾ and 4/4 meter signature, whole note/rest, quarter note/rest, half note/rest, eighth-note pairs, dotted half note, sixteenth notes, p for piano, f for forte, mp for mezzo piano, mf for mezzo forte, cresc for crescendo, decresc for decrescendo, dim for diminuendo, eighth note/rest</li> </ul> </li> <li>• Performs basic processes, such as: <ul style="list-style-type: none"> <li>o</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p> | <ul style="list-style-type: none"> <li>• Recall note and dynamic names</li> </ul>   |

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| 1.5 | Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content   |  |
| 1.0 | <b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b> |  |
| LND | <b>Even with help, no understanding or skill demonstrated.</b>   |  |

| <b>STANDARD:</b> : Independently interpret simple rhythmic and melodic notation at sight |   |   |
|--|---|---|
| SCORE  | DESCRIPTION   | SAMPLE TASKS  |
| 4.0  | <b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.</b>   | <ul style="list-style-type: none"> <li>Sight read grade 1 repertoire with 100% accuracy in first read through</li> </ul>  |
| 3.5  | In addition to score 3.0 performance, in-depth inferences and applications with partial success.  |   |
| 3.0  | <p><b>The student:</b></p> <ul style="list-style-type: none"> <li>Sight read notes and rhythms in a short piece of music using standard music notation.</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p> | <ul style="list-style-type: none"> <li>Sight read rhythmic patterns as an ensemble or individual</li> <li>Sight read a combination of rhythmic and melodic patterns as an ensemble or individual</li> </ul> |
| 2.5  | No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content   |   |
| 2.0  | <p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>Recognizes or recalls specific terminology, such as:</li> </ul>             | <ul style="list-style-type: none"> <li>Sight read a combination of rhythmic and melodic patterns as an individual with 60% accuracy</li> </ul>  |

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|            | <ul style="list-style-type: none"> <li>o pitch and rhythm music vocabulary</li> <li>● Performs basic processes, such as: <ul style="list-style-type: none"> <li>o</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p> |  |
| <b>1.5</b> | Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content   |  |
| <b>1.0</b> | <b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>   |  |
| <b>LND</b> | <b>Even with help, no understanding or skill demonstrated.</b>   |  |



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| Content Area: Instrumental Music<br>Course: 6 <sup>th</sup> Grade Orchestra | Unit Title: Elements of Music<br>Unit Duration: Ongoing |
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| <b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b> <ul style="list-style-type: none"> <li>● Essential Elements for Strings 2000</li> <li>● Repertoire</li> </ul>  | <b>BIG IDEA(S):</b> <ul style="list-style-type: none"> <li>● Have an understanding of the vocabulary and notation of music</li> </ul>   |
| <b>ENDURING UNDERSTANDINGS:</b> <ul style="list-style-type: none"> <li>● Develop and apply the knowledge and skills to read and notate music</li> <li>● The learner will be able to read through a piece of music without</li> </ul> | <b>ESSENTIAL QUESTIONS:</b> <ul style="list-style-type: none"> <li>● What symbols are used to represent the sounds in music?</li> <li>● How is music subdivided into sounds</li> <li>● How do time signatures impact note groupings in each musical measure?</li> </ul> |

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| prior preparation time of learning the music | <ul style="list-style-type: none"> <li>● What symbols or pictures can be used to notate music?</li> <li>● What symbols can be used for expression in music</li> <li>● What are symbols of expression?</li> <li>● How is musical form notated on the staff?</li> <li>● How can personal expression be demonstrated as it relates to musical notation?</li> <li>● How is music notated on the staff?</li> <li>● How can students describe what is heard in a piece of music?</li> </ul> |
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**WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?**

Standards, Concepts, Content, Skills, Products, Vocabulary

| REFERENCE/STANDARD<br><i>i.e. GLE/CLE/MLS/NGSS</i> | STANDARDS: Content specific standards that will be addressed in this unit.  | MAJOR STANDARD | SUPPORTING STANDARD |
|--|---|----------------|---------------------|
| GLE  | EM1A6: Perform standard rhythmic notation in 2/4, 3/4, 4/4 and 6/8 meter signatures with bar lines consisting of: whole note/rest, quarter note/rest, half note/rest, eighth-note pairs, dotted half note, sixteenth notes, eighth note/rest, dotted quarter note/rest, 3 eighth notes beamed together in 6/8, syncopation                | X              |                     |
| GLE  | EM1B6: Identify standard pitch notation in the clef appropriate to the student's instrument in an appropriate range and keys including two ledger lines above and below the staff. Identify: accidentals, sharps, flats, natural signs  | X              |                     |
| GLE  | EM1C6: Apply standard symbols for dynamics, tempo and articulation: p for piano, f for forte, mp for mezzo piano, mf for mezzo forte, pp for pianissimo, ff for fortissimo, cresc or < for crescendo, decres or > for decrescendo, dim for diminuendo, ritardando, allegro, moderato, andante, a tempo, accent, fermata, staccato, legato |                | X                   |
| GLE  | EM1D6: Use standard notation for rhythm, pitch, and expressive elements to record musical ideas of 2 to 4 measures for instruments or voice (See Elements of Music)   | X              | X                   |

| GLE  | EM1E6: Sight read standard musical notation at levels .5-1 difficulty [Level .5-1 –Easy; may include changes of tempo, *key, and meter; modest ranges]  |  | X |
|--|---|--|---|
| <b>OBJECTIVE # 1</b>   | Develop and apply music reading and notation skills   |  |   |
| <b>REFERENCES/STANDARDS</b><br><i>i.e. GLE/CLE/MLS/NGSS</i>  | <ul style="list-style-type: none"> <li>EM1A5, EM1B5, EM1C5, EM1D5, EM1E5</li> </ul>   |  |   |
| <b>WHAT SHOULD STUDENTS...</b>   |   |  |   |
| <b>UNDERSTAND?</b><br><i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>   | <b>KNOW?</b><br><i>Facts, Names, Dates, Places, Information,</i><br><br><i>ACADEMIC VOCABULARY</i>  | <b>BE ABLE TO DO?</b><br><br><i>Skills; Products</i>   |   |
| <ul style="list-style-type: none"> <li>Students will understand how to read and notate standard Rhythmic Notation as it relates to time signatures.</li> <li>Students will understand how to read and notate standard Pitch Notation including two ledger lines above and below the clef appropriate to the student’s instrument.</li> <li>Students can describe the function of accidentals.</li> <li>Students will understand the number of counts in simple, duple, and triple time signatures.</li> <li>Students understand the dynamic, tempi, and expressive symbols of academic vocabulary.</li> <li>Students understand how to sight read notes and rhythms in a short piece of music using standard music notation.</li> <li>Students understand that music literacy is essential when creating music.</li> </ul> | <ul style="list-style-type: none"> <li>Rhythmic Notation including whole note/rest, quarter note/rest, half note/rest, eighth note/rest, dotted half note/rest, eighth note pairs, sixteenth notes, eighth note/rest, dotted quarter note/rest, note beamings.</li> <li>Accidentals (Including sharp, flat, and natural).</li> <li>Time signatures in 2/4, ¾, 4/4, and 6/8 meter.</li> <li>Syncopation</li> <li>Pitch Notation including staff, clef, ledger line, sharps, flats, and natural signs.</li> <li>Symbols of expression including symbols for dynamics, tempo and articulation including <i>p</i> for piano, <i>f</i> for forte, <i>mp</i> for mezzo piano, <i>mf</i> for mezzo forte, <i>pp</i> for</li> </ul> | <ul style="list-style-type: none"> <li>Identify terms from Rhythmic Notation.</li> <li>Identify the number of counts in simple duple and triple time signatures.</li> <li>Count and clap a 4-bar phrase of rhythms that employ syncopation.</li> <li>Identify symbols for musical expression.</li> <li>Read and notate rhythmic patterns presented by teacher.</li> <li>Read and notate pitches on the appropriate staff involving all notes two ledger lines above and below the staff.</li> <li>Read and notate dynamic symbols.</li> <li>Sight read rhythmic patterns as an ensemble.</li> <li>Sight read a combination of rhythmic and melodic patterns as an ensemble.</li> <li>Play a musical example by themselves on sight without prior preparation</li> <li>Recall names of music terminology</li> </ul> |   |

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|   | <p><i>pianissimo, ff for fortissimo, cresc. Or &lt; for crescendo, decresc or &gt; for decrescendo, dim for diminuendo, accelerando, ritardando, allegro, moderato, andante, a tempo, accent, fermata, ties, slurs, staccato and legato.</i></p>   | <ul style="list-style-type: none"> <li>• Identify standard musical notation via a written assignment</li> <li>• Demonstrate an understanding of musical notation through performance</li> </ul> |
| <b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>   |  |   |
| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>   | <b>STUDENT LEARNING TASK</b>   | <b>DOK TARGET</b><br><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)   |
| <ul style="list-style-type: none"> <li>• Utilize music demonstrating finger patterns on the student’s appropriate instrument and music using standard notation.</li> <li>• Utilize music demonstrating rhythmic notations from the academic vocabulary</li> <li>• Utilize music demonstrating the dynamic, tempi, and expressive symbols of academic vocabulary.</li> <li>• Utilize music to rehearse sight reading of notes and rhythms.</li> <li>• Demonstrate of how to identify key signatures</li> </ul> | <ul style="list-style-type: none"> <li>• Students will read rhythms using rhythmic syllables.</li> <li>• Students will read melodies using finger numbers or note names.</li> <li>• Perform a familiar melody with varying expression marks (dynamics/tempi).</li> <li>• Students will sight read rhythms and melodies as a class.</li> <li>• Identify major key signatures</li> </ul> | 1,2,3   |
|   | <b>PRIOR KNOWLEDGE CONNECTIONS</b>   |   |
|   | <ul style="list-style-type: none"> <li>• Elementary music courses</li> </ul>   |   |
| <b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>   |  |   |



| ASSESSMENT DESCRIPTION   | FORMATIVE OR SUMMATIVE?   | DOK TARGET<br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|--|---|--|
| <ul style="list-style-type: none"> <li>● Observation</li> <li>● Individual/group tracking exercise</li> <li>● Students play individually and as a group while the teacher listens for growth in imitation skills</li> <li>● Written assessment of music (rhythmic and dynamic) notation</li> <li>● Weekly Practice Charts</li> <li>● Written basic music theory tests</li> </ul>   | Formative<br><br>Summative  | 1,2,3  |
| <b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b><br><br><i>Possible Interventions</i>  |   |  |
| TEACHER INSTRUCTIONAL ACTIVITY   | STUDENT LEARNING TASK   | DOK TARGET<br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>● Work one on one with student as time allows</li> <li>● Practice and reteach whole group, breaking down vocabulary/skill</li> <li>● Modify music by breaking down into smaller pieces</li> <li>● Teacher performs a short pattern while students determine correct rhythmic and dynamic notation</li> <li>● Review note names and finger numbers and implement those into daily sight-reading</li> </ul> | <ul style="list-style-type: none"> <li>● Work with partner to identify pitches and rhythmic notation</li> <li>● Students choose correct rhythmic and dynamic notation after teacher performs short pattern</li> <li>● Work with partner to identify music notation</li> </ul> | 1,2,3  |

| practice   |   |   |
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| <b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b><br><i>Possible Extensions/Enrichments</i>   |   |   |
| <b>INSTRUCTIONAL ACTIVITY/METHOD</b>   | <b>STUDENT LEARNING TASK</b>  | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>● Students will mentor fellow students who need help with identifying pitches and/or rhythmic notation.</li> <li>● Students will sight read entire new pieces of music</li> </ul> | <ul style="list-style-type: none"> <li>● Mentor student will explain how to read pitch and rhythmic notation on the appropriate staff to a struggling student.</li> <li>● Sight read all new music with 80% accuracy</li> </ul> | 1,2,3,4   |

**PROFICIENCY SCALES FOR THIS STANDARD**

| <b>STANDARD:</b> Reading standard rhythmic notation |   |  |
|---|---|--|
| <b>SCORE</b>  | <b>DESCRIPTION</b>  | <b>SAMPLE TASKS</b>  |
| <b>4.0</b>  | <b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.</b>   | <ul style="list-style-type: none"> <li>• Perform grade 1 repertoire with 100% accuracy</li> </ul>                                |
| <b>3.5</b>  | In addition to score 3.0 performance, in-depth inferences and applications with partial success.  |  |
| <b>3.0</b>  | <p><b>The student:</b></p> <ul style="list-style-type: none"> <li>• Read and perform standard rhythmic notation in 2/4, ¾, 4/4 and 6/8 meter signatures</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>   | <ul style="list-style-type: none"> <li>• Perform classroom repertoire in a variety of time signatures</li> </ul>                 |
| <b>2.5</b>  | No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content   |  |
| <b>2.0</b>  | <p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• Recognizes or recalls specific terminology, such as:               <ul style="list-style-type: none"> <li>○ whole note/rest, quarter note/rest, half note/rest, eighth-note pairs, dotted half note, sixteenth notes, eighth note/rest, dotted quarter note/rest, 3 eighth notes beamed together in 6/8, syncopation</li> </ul> </li> <li>• Performs basic processes, such as:               <ul style="list-style-type: none"> <li>○ Label and clap standard rhythmic notation in 2/4, ¾, and 4/4</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p> | <ul style="list-style-type: none"> <li>• Recall note names and values</li> <li>• Label the beats for an 8 bar passage</li> </ul> |

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| 1.5 | Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content   |  |
| 1.0 | <b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b> |  |
| LND | <b>Even with help, no understanding or skill demonstrated.</b>   |  |

| STANDARD: Reading standard pitch notation |   |  |
|---|---|--|
| SCORE                                     | DESCRIPTION   | SAMPLE TASKS   |
| 4.0                                       | <b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.</b>   | <ul style="list-style-type: none"> <li>• Perform grade 1 repertoire without the use of finger numbers or note names</li> </ul>             |
| 3.5                                       | In addition to score 3.0 performance, in-depth inferences and applications with partial success.  |  |
| 3.0                                       | <p><b>The student:</b></p> <ul style="list-style-type: none"> <li>• Read and perform standard pitch notation including two ledger lines above and below the clef appropriate to the student’s instrument using finger numbers or note names.</li> <li>• Read and perform notes with and without accidentals</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p> | <ul style="list-style-type: none"> <li>• Perform classroom repertoire</li> </ul>   |
| 2.5                                       | No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content   |  |
| 2.0                                       | <b>There are no major errors or omissions regarding the simpler details and processes as the</b>  | <ul style="list-style-type: none"> <li>• Recall notes applicable to a student’s clef</li> <li>• Label note names on music sheet</li> </ul> |

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|            | <p><b>student:</b></p> <ul style="list-style-type: none"> <li>● Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <li>○ Accidental, ledger lines, clef,</li> </ul> </li> <li>● Performs basic processes, such as: <ul style="list-style-type: none"> <li>○ Recall names of standard pitch notation including two ledge lines above and below the clef appropriate to the student’s instrument</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p> |  |
| <b>1.5</b> | Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content   |  |
| <b>1.0</b> | <b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>   |  |
| <b>LND</b> | <b>Even with help, no understanding or skill demonstrated.</b>   |  |

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| <b>STANDARD:</b> Identify and apply standard music symbols |  |   |
| <b>SCORE</b>   | <b>DESCRIPTION</b>   | <b>SAMPLE TASKS</b>   |
| <b>4.0</b>   | <b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.</b>  | <ul style="list-style-type: none"> <li>● Perform grade 1 repertoire with 100% accuracy</li> </ul>   |
| <b>3.5</b>   | In addition to score 3.0 performance, in-depth inferences and applications with partial success.   |   |
| <b>3.0</b>   | <p><b>The student:</b></p> <ul style="list-style-type: none"> <li>● Read and perform dynamic, tempi, and expressive symbols of academic vocabulary.</li> </ul> | <ul style="list-style-type: none"> <li>● Perform classroom repertoire with appropriate dynamic, tempi, an expressive music symbols</li> </ul> |

|            |  |   |
|------------|--|---|
|            | <b>The student exhibits no major errors or omissions.</b>  |   |
| <b>2.5</b> | No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content  |   |
| <b>2.0</b> | <p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● Recognizes or recalls specific terminology, such as:<br/><i>p</i> for piano, <i>f</i> for forte, <i>mp</i> for mezzo piano, <i>mf</i> for mezzo forte, <i>pp</i> for pianissimo, <i>ff</i> for fortissimo, <i>cresc.</i> Or &lt; for crescendo, <i>decresc</i> or &gt; for <i>decrescendo</i>, <i>dim</i> for <i>diminuendo</i>, <i>accelerando</i>, <i>ritardando</i>, <i>allegro</i>, <i>moderato</i>, <i>andante</i>, <i>a tempo</i>, <i>accent</i>, <i>fermata</i>, <i>ties</i>, <i>slurs</i>, <i>staccato</i> and <i>legato</i>.</li> <li>● Performs basic processes, such as: <ul style="list-style-type: none"> <li>○ Describe the purpose of listed music symbols</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p> | <ul style="list-style-type: none"> <li>● Listen to music sample and identify the music symbol being demonstrated</li> </ul> |
| <b>1.5</b> | Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content   |   |
| <b>1.0</b> | <b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>   |   |
| <b>LND</b> | <b>Even with help, no understanding or skill demonstrated.</b>   |   |

| STANDARD: Notate rhythmic patterns and dynamics |   |   |
|---|---|---|
| SCORE   | DESCRIPTION   | SAMPLE TASKS  |
| 4.0   | <b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.</b>   | <ul style="list-style-type: none"> <li>• Compose melody of new and learned rhythmic patterns and perform on instrument</li> </ul>   |
| 3.5   | In addition to score 3.0 performance, in-depth inferences and applications with partial success.  |   |
| 3.0   | <p><b>The student:</b></p> <ul style="list-style-type: none"> <li>• Notate rhythmic patterns and dynamic symbols presented by teacher.</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>  | <ul style="list-style-type: none"> <li>• Notate rhythmic patterns and dynamics presented by the teacher in a variety of time signatures, note values, and dynamics</li> </ul> |
| 2.5   | No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content   |   |
| 2.0   | <p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <li>○ 2/4, ¾ and 4/4 meter signature, whole note/rest, quarter note/rest, half note/rest, eighth-note pairs, dotted half note, sixteenth notes, p for piano, f for forte, mp for mezzo piano, mf for mezzo forte, cresc for crescendo, decresc for decrescendo, dim for diminuendo, eighth note/rest</li> </ul> </li> <li>• Performs basic processes, such as: <ul style="list-style-type: none"> <li>○</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas</b></p> | <ul style="list-style-type: none"> <li>• Recall note and dynamic names</li> </ul>   |

|     |  |  |
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|     | and processes.   |  |
| 1.5 | Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content   |  |
| 1.0 | <b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b> |  |
| LND | <b>Even with help, no understanding or skill demonstrated.</b>   |  |

| <b>STANDARD:</b> : Independently interpret simple rhythmic and melodic notation at sight |   |   |
|--|---|---|
| SCORE  | DESCRIPTION   | SAMPLE TASKS  |
| 4.0  | <b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.</b>   | <ul style="list-style-type: none"> <li>• Sight read grade 1 repertoire with 100% accuracy in first read through</li> </ul>  |
| 3.5  | In addition to score 3.0 performance, in-depth inferences and applications with partial success.  |   |
| 3.0  | <p><b>The student:</b></p> <ul style="list-style-type: none"> <li>• Sight read notes and rhythms in a short piece of music using standard music notation.</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p> | <ul style="list-style-type: none"> <li>• Sight read rhythmic patterns as an ensemble or individual</li> <li>• Sight read a combination of rhythmic and melodic patterns as an ensemble or individual</li> </ul> |
| 2.5  | No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content   |   |
| 2.0  | <p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• Recognizes or recalls specific terminology, such as:</li> </ul>             | <ul style="list-style-type: none"> <li>• Sight read a combination of rhythmic and melodic patterns as an individual with 60% accuracy</li> </ul>  |



|            |  |  |
|------------|--|--|
|            | <ul style="list-style-type: none"> <li>o pitch and rhythm music vocabulary</li> <li>● Performs basic processes, such as: <ul style="list-style-type: none"> <li>o</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p> |  |
| <b>1.5</b> | Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content   |  |
| <b>1.0</b> | <b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>   |  |
| <b>LND</b> | <b>Even with help, no understanding or skill demonstrated.</b>   |  |

# 7 and 8 Orchestra



|   |   |
|---|---|
| Content Area: Instrumental Music<br><br>Course: 7 <sup>th</sup> Grade Orchestra | Unit Title: Artistic Perceptions<br><br>Unit Duration: Entire School Year |
|---|---|

|   |  |
|---|--|
| <b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b> <ul style="list-style-type: none"> <li>● Essential Elements for Strings 2000</li> <li>● Repertoire</li> <li>● Online resources</li> </ul> | <b>BIG IDEA(S):</b> <ul style="list-style-type: none"> <li>● People should be able to listen perceptually and respond to music intellectually and emotionally</li> <li>● People should be able to evaluate music based on critical listening skills that use best music practices</li> </ul> |
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|---|--|
| <p><b>ENDURING UNDERSTANDINGS:</b></p> <ul style="list-style-type: none"> <li>• The learner will expand their knowledge of forms in order to identify more complex forms.</li> <li>• The learner will be able to compare, evaluate, and analyze musical works, composers, or performers of different ethnic influences by distinguishing the similar and different musical elements and techniques utilized.</li> </ul> | <p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>• What is musical form?</li> <li>• How is music organized?</li> <li>• What characteristics are used in music to give each piece its uniqueness?</li> <li>• What factors should be used when evaluating and analyzing music?</li> </ul> |
|---|--|

**WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?**

Standards, Concepts, Content, Skills, Products, Vocabulary

| REFERENCE/STANDARD<br><i>i.e. GLE/CLE/MLS/NGSS</i> | STANDARDS: Content specific standards that will be addressed in this unit.  | MAJOR STANDARD | SUPPORTING STANDARD |
|--|---|----------------|---------------------|
| GLE  | AP1A7-8: Identify forms used in selected ensemble repertoire  | X              |                     |
| GLE  | AP1B7-8: Determine the musical means (source) and size of group, the musical expression, order and organization, and possible origin of an aural example. Characterize the use of music by its intended function and its intended audience.   | X              |                     |
| GLE  | AP2A7-8: Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements: tone quality, expression/phrasing, rhythmic accuracy, pitch accuracy, part acquisition, blend/balance, diction/articulation, style, posture/stage presence. |                | X                   |
| GLE  | AP2B7-8: Demonstrate the ability to distinguish between quality and non-quality performance through listening, performing, self-assessment, and offer suggestions for improvement   | X              | X                   |

|  |   |   |
|--|---|---|
| <b>OBJECTIVE # 1</b>   | Develop and apply the knowledge and skills to analyze, evaluate, and describe musical performances and compositions   |   |
| <b>REFERENCES/STANDARDS</b><br><br><i>i.e. GLE/CLE/MLS/NGSS</i>  | <ul style="list-style-type: none"> <li>● AP1A7-8, AP1B7-8, AP2A7-8, AP2B7-8</li> </ul>  |   |
| <b>WHAT SHOULD STUDENTS...</b>   |   |   |
| <b>UNDERSTAND?</b><br><br><i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>   | <b>KNOW?</b><br><br><i>Facts, Names, Dates, Places, Information,</i><br><br><i>ACADEMIC VOCABULARY</i>  | <b>BE ABLE TO DO?</b><br><br><i>Skills; Products</i>  |
| <ul style="list-style-type: none"> <li>● Students understand the importance of musical form.</li> <li>● Students understand how to appropriately evaluate and analyze music</li> <li>● Students understand various composition techniques</li> </ul> | <ul style="list-style-type: none"> <li>● · theme and variation</li> <li>● · <i>DC/Fine</i></li> <li>● · <i>DS al coda/Fine</i></li> <li>● · AB/binary</li> <li>● · ABA/ternary</li> <li>● · AABA song form</li> <li>● · tone quality</li> <li>● · expression/phrasing</li> <li>● · rhythmic accuracy</li> <li>● · pitch accuracy</li> <li>● · part acquisition</li> <li>● · blend/balance</li> <li>● · diction/articulation</li> <li>● · style</li> <li>● · posture/stage Presence</li> </ul> | <ul style="list-style-type: none"> <li>● Students must be able to determine the difference between a quality and non-quality performance.</li> <li>● Determine the musical means (source) and size of group of an aural example</li> <li>● Describe the musical expression (mood) of an aural example</li> <li>● Determine the order and organization of an aural example</li> <li>● Determine the possible origin of an aural example (e.g., location and time)</li> </ul> <p>Characterize the use of music by its intended function (purpose) and its intended audience</p> |
| <b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>  |   |   |

| TEACHER INSTRUCTIONAL ACTIVITY  | STUDENT LEARNING TASK  | DOK TARGET<br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)        |
|---|--|---|
| <ul style="list-style-type: none"> <li>Students play a musical work with the intention of analyzing it while rehearsing the piece</li> <li>Students listen to examples of music for the purposes of music analysis</li> </ul>             | <ul style="list-style-type: none"> <li>Allow students to determine musical form</li> <li>Allow students to determine the source, size, or mood of an aural example</li> <li>Allow students to determine the origin of an aural example</li> <li>Allow students to characterize music by its function and/or purpose</li> </ul> | 1,2,3,4   |
|   | <b>PRIOR KNOWLEDGE CONNECTIONS</b>   |   |
|   | <ul style="list-style-type: none"> <li>Elementary music courses</li> </ul>   |   |
| <b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>   |  |   |
| <b>ASSESSMENT DESCRIPTION</b>   | <b>FORMATIVE OR SUMMATIVE?</b>   | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>Assess level of accuracy of recognizing musical form, mood, source, and origin</li> <li>Written and/or listening tests that allow students to demonstrate their level of music analysis</li> </ul> | Formative<br><br>Summative   | 1,2,3,4   |
| <b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b><br><br><i>Possible Interventions</i>   |  |   |
| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>   | <b>STUDENT LEARNING TASK</b>   | <b>DOK TARGET</b>   |

|  |   |  |
|--|---|--|
|  |   | (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>Engage students in more playing examples</li> <li>Engage students in more examples of music with varying forms Modify music by breaking down into smaller pieces</li> </ul> | <ul style="list-style-type: none"> <li>Student continue to refine their skills in music analysis</li> </ul> | 1,2,3,4  |
| <b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b>   |   |  |
| <i>Possible Extensions/Enrichments</i>   |   |  |
| <b>INSTRUCTIONAL ACTIVITY/METHOD</b>   | <b>STUDENT LEARNING TASK</b>  | <b>DOK TARGET</b>  |
|  |   | (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>Engage students in more complex playing examples</li> <li>Engage students in more complex examples of music with varying forms</li> </ul>                                   | <ul style="list-style-type: none"> <li>Student continue to refine their skills in music analysis</li> </ul> | 1,2,3,4  |



Content Area: Instrumental Music

Course: 7<sup>th</sup> Grade Orchestra

Unit Title: Elements of Music

Unit Duration: Entire School Year

|  |  |
|--|--|
| <p><b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b></p> <ul style="list-style-type: none"> <li>Essential Elements for Strings 2000</li> <li>Repertoire</li> </ul> | <p><b>BIG IDEA(S):</b></p> <ul style="list-style-type: none"> <li>Have an understanding of the vocabulary and notation of music</li> <li>Be able to read music</li> <li>Model learned musical skills and concepts through formal and informal</li> </ul> |
|--|--|

|   |   | performances.   |                            |
|---|---|---|----------------------------|
| <b>ENDURING UNDERSTANDINGS:</b>   |   | <b>ESSENTIAL QUESTIONS:</b>   |                            |
| <ul style="list-style-type: none"> <li>Develop and apply the knowledge and skills to read and notate music</li> <li>Demonstrate an understanding of musical notation through performance</li> <li>Read through a piece of music without prior preparation time of learning the music</li> </ul> |   | <ul style="list-style-type: none"> <li>What symbols are used to represent the sounds in music?</li> <li>What symbols or pictures can be used to notate music?</li> <li>What symbols can be used for expression in music?</li> <li>How is music notated on the staff?</li> <li>How can students demonstrate what is read in a piece of music?</li> </ul> |                            |
| <b>WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?</b>  |   |   |                            |
| Standards, Concepts, Content, Skills, Products, Vocabulary  |   |   |                            |
| <b>REFERENCE/STANDARD</b><br><i>i.e. GLE/CLE/MLS/NGSS</i>   | <b>STANDARDS: Content specific standards that will be addressed in this unit.</b>   | <b>MAJOR STANDARD</b>   | <b>SUPPORTING STANDARD</b> |
| GLE   | EM1A7-8: Perform standard rhythmic notation in 2/4, ¾, 4/4 and 6/8 meter signatures with bar lines consisting of: whole note/rest, quarter note/rest, half note/rest, eighth-note pairs, dotted half note, sixteenth notes, eighth note/rest, dotted quarter note/rest, 3 eighth notes beamed together in 6/8, syncopation                  | X   |                            |
| GLE   | EM1B7-8: Employ standard pitch notation in the clef appropriate to the student’s instrument in an appropriate range and keys including two ledger lines above and below the staff. Identify: accidentals, sharps, flats, natural signs  | X   |                            |
| GLE   | EM1C7-8: Apply standard symbols for dynamics, tempo and articulation: p for piano, f for forte, mp for mezzo piano, mf for mezzo forte, pp for pianissimo, ff for fortissimo, cresc or < for crescendo, decres or > for decrescendo, dim for diminuendo, ritardando, allegro, moderato, andante, a tempo, accent, fermata, staccato, legato | x   |                            |
| GLE   | EM1D7-8: Use standard notation for rhythm, pitch, and expressive elements to record musical ideas of 2  |   | X                          |

|  |   |   |   |
|--|---|---|---|
|  | to 4 measures for instruments or voice (See Elements of Music)  |   |   |
| GLE  | EM1E7-8: Sight read standard musical notation at level 2 difficulty [Level 2 –Easy; may include changes of tempo, *key, and meter; modest ranges]   |   | X |
| <b>OBJECTIVE # 1</b>   | Develop and apply music reading and notation skills   |   |   |
| <b>REFERENCES/STANDARDS</b><br><i>i.e. GLE/CLE/MLS/NGSS</i>  | <ul style="list-style-type: none"> <li>EM1A7-8, EM1B7-8, EM1C7-8, EM1D7-8, EM1E7-8</li> </ul>   |   |   |
| <b>WHAT SHOULD STUDENTS...</b>   |   |   |   |
| <b>UNDERSTAND?</b>   | <b>KNOW?</b>  | <b>BE ABLE TO DO?</b>   |   |
| <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>   | <i>Facts, Names, Dates, Places, Information,</i><br><br><i>ACADEMIC VOCABULARY</i>  | <i>Skills; Products</i>   |   |
| <ul style="list-style-type: none"> <li>Students will understand how to read and notate standard Rhythmic Notation as it relates to time signatures.</li> <li>Students will understand how to read and notate standard Pitch Notation including two ledger lines above and below the clef appropriate to the student’s instrument.</li> <li>Students can describe the function of accidentals.</li> <li>Students will understand the number of counts in simple, duple, and triple time signatures.</li> <li>Students understand the dynamic, tempi, and expressive symbols of academic vocabulary.</li> <li>Students understand how to sight read notes and rhythms in a short piece of music using</li> </ul> | <ul style="list-style-type: none"> <li>Rhythmic Notation including whole note/rest, quarter note/rest, half note/rest, eighth note/rest, dotted half note/rest, eighth note pairs, sixteenth notes, eighth note/rest, dotted quarter note/rest, note beamings.</li> <li>Accidentals (Including sharp, flat, and natural).</li> <li>Time signatures in 2/4, ¾, 4/4, and 6/8 meter.</li> <li>Syncopation</li> <li>Pitch Notation including staff, clef, ledger line, sharps, flats, and natural signs.</li> </ul> | <ul style="list-style-type: none"> <li>Identify terms from Rhythmic Notation.</li> <li>Identify the number of counts in simple duple and triple time signatures.</li> <li>Count and clap a 4-bar phrase of rhythms that employ syncopation.</li> <li>Identify symbols for musical expression.</li> <li>Read and notate rhythmic patterns presented by teacher.</li> <li>Read and notate pitches on the appropriate staff involving all notes two ledger lines above and below the staff.</li> <li>Read and notate dynamic symbols.</li> <li>Sight read rhythmic patterns as an ensemble.</li> <li>Sight read a combination of rhythmic and</li> </ul> |   |

|                                 |   |   |
|---------------------------------|---|---|
| <p>standard music notation.</p> | <ul style="list-style-type: none"> <li>• Symbols of expression including symbols for dynamics, tempo and articulation including <i>p</i> for piano, <i>f</i> for forte, <i>mp</i> for mezzo piano, <i>mf</i> for mezzo forte, <i>pp</i> for pianissimo, <i>ff</i> for fortissimo, <i>cresc.</i> Or &lt; for crescendo, <i>decresc</i> or &gt; for decrescendo, <i>dim</i> for <i>diminuendo</i>, <i>accelerando</i>, <i>ritardando</i>, <i>allegro</i>, <i>moderato</i>, <i>andante</i>, <i>a tempo</i>, <i>accent</i>, <i>fermata</i>, <i>ties</i>, <i>slurs</i>, <i>staccato</i> and <i>legato</i>.</li> <li>• Instantly read and name all notes within the staff with corresponding fingerings.</li> <li>• Read and recognize notes on ledger lines above and below the staff within the normal playing range of the instrument.</li> <li>• Be able to sight read with assistance, grade 1 (easy) orchestra literature.</li> <li>• Read and understand common music nomenclature.</li> <li>• Read and readily understand the following meters: 2/4, 3/4, 4/4, 3/8, 6/8 (fast and slow), and cut time</li> <li>• Reading rhythmic combinations of: dotted eighth-sixteenth, triplet eighths, triplet quarters, 6/8 time, dotted quarter-quarter-eighth (6/8)</li> <li>• Read, recognize, and instantly respond to standard notations for entire appropriate range of their instrument.</li> <li>• Read in and readily understand major</li> </ul> | <p>melodic patterns as an ensemble.</p> <ul style="list-style-type: none"> <li>• Play music written in 4 or more parts.</li> <li>• Play in sections (Violin I, Violin II, viola, cello, etc.) and combinations of sections and discuss their relationships.</li> <li>• Play increasingly complex melodies and rhythms at sight using correct fingerings and bowings.</li> </ul> |
|---------------------------------|---|---|



|  |   |  |
|--|---|--|
|  | <p>keys of C, G, D, A, F, Bb throughout their playing range.</p> <ul style="list-style-type: none"> <li>• Read and understand all intervals within a major scale (with reference from the tonic)</li> <li>• Read, at sight, rhythmic and tonal patterns appropriate to the easy level (grade 1)</li> <li>• Be able to sight read with assistance, grade 2 (intermediate) orchestra literature.</li> </ul> |  |
|--|---|--|

**FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING**

| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>   | <b>STUDENT LEARNING TASK</b>  | <b>DOK TARGET</b><br><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|---|---|---|
| <ul style="list-style-type: none"> <li>• Utilize music demonstrating finger patterns on the student’s appropriate instrument and music using standard notation.</li> <li>• Utilize music demonstrating rhythmic notations from the academic vocabulary</li> <li>• Utilize music demonstrating the dynamic, tempi, and expressive symbols of academic vocabulary.</li> </ul> | <ul style="list-style-type: none"> <li>• Analyze simple rhythms or division of beat and perform by clapping, saying, or playing the pattern.</li> <li>• Students will read rhythms using rhythmic syllables.</li> <li>• Students will read melodies using solfege or note names.</li> <li>• Perform a familiar melody with varying</li> </ul> | 1,2,3,4   |

|   |   |   |
|---|---|---|
| <ul style="list-style-type: none"> <li>Utilize music to rehearse sight reading of notes and rhythms.</li> <li>Utilize music with increasingly complex melodies and rhythms.</li> </ul>  | <p>expression marks (dynamics/tempi).</p> <ul style="list-style-type: none"> <li>Students will sight read rhythms and melodies as a class.</li> </ul>   |   |
|   | <b>PRIOR KNOWLEDGE CONNECTIONS</b>  |   |
|   | <ul style="list-style-type: none"> <li>Elementary music courses</li> </ul>  |   |
| <b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>   |   |   |
| <b>ASSESSMENT DESCRIPTION</b>   | <b>FORMATIVE OR SUMMATIVE?</b>  | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>Observation</li> <li>Individual/group tracking exercise</li> <li>Students play individually and as a group while the teacher listens for growth in imitation skills</li> <li>Written assessment of music notation</li> <li>Weekly Practice Charts</li> </ul> | <p>Formative</p> <p>Summative</p>   | 1,2,3,4   |
| <b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>  |   |   |
| <i>Possible Interventions</i>   |   |   |
| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>   | <b>STUDENT LEARNING TASK</b>  | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>Work one on one with student as time allows</li> <li>Practice and reteach whole group, breaking down vocabulary/skill</li> </ul>   | <ul style="list-style-type: none"> <li>Work with partner to identify pitches and rhythmic notation</li> <li>Students choose correct rhythmic and dynamic notation after teacher performs</li> </ul> | 1,2,3,4   |

|  |   |  |
|--|---|--|
| <ul style="list-style-type: none"> <li>• Modify music by breaking down into smaller pieces</li> <li>• Teacher performs a short pattern while students determine correct rhythmic and dynamic notation</li> </ul> | <p>short pattern</p> <ul style="list-style-type: none"> <li>• Work with partner to identify music notation</li> </ul> |  |
|--|---|--|

**HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?**

*Possible Extensions/Enrichments*

| <b>INSTRUCTIONAL ACTIVITY/METHOD</b> | <b>STUDENT LEARNING TASK</b> | <b>DOK TARGET</b><br><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|--------------------------------------|------------------------------|---|
|--------------------------------------|------------------------------|---|



Content Area: Instrumental Music

Course: 7<sup>th</sup> Grade Orchestra

Unit Title: Historical and Cultural Contexts

Unit Duration: Entire School Year

**MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:**

- Essential Elements for Strings 2000
- Repertoire
- Online Resources

**BIG IDEA(S):**

- People should be acquainted with a variety of music and its role in the life of all people

**ENDURING UNDERSTANDINGS:**

- The learner, through comparison, will understand the reasons for different audience behavior in various settings
- The learner will be able to compare musical works, composers, or performers of different ethnic influences by distinguishing the similar and different musical elements and techniques utilized
- The learner will be able to select music from a variety of styles found in daily life and use music vocabulary to document reasons for listening choices

**ESSENTIAL QUESTIONS:**

- How is music the same and different across various cultures?
- What role does music play in history?
- What role does music play in various cultures?
- In what ways has music developed through history?

**WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?**

Standards, Concepts, Content, Skills, Products, Vocabulary

| REFERENCE/STANDARD<br><i>i.e. GLE/CLE/MLS/NGSS</i> | STANDARDS: Content specific standards that will be addressed in this unit.  | MAJOR STANDARD | SUPPORTING STANDARD |
|--|---|----------------|---------------------|
| GLE  | HCC1A7-8: Identify genre or style from various historical periods through listening to selected ensemble repertoire                           |                | x                   |
| GLE  | HCC1B7-8: Conclude possible origin and/or historical period of an aural example by applying artistic perceptions to selected musical examples |                | x                   |

| GLE  | HCC1C7-8: Describe the function of music in various settings and cultural events. Attend and describe live musical experiences   |   | x |
|--|--|---|---|
| GLE  | HCC1D7-8: Compare and contrast a variety of music and music-related vocations and avocations   |   | x |
| <b>OBJECTIVE # 1</b>   | Develop and apply the knowledge and skills to understand works of art in time and place  |   |   |
| <b>REFERENCES/STANDARDS</b><br><i>i.e. GLE/CLE/MLS/NGSS</i>  | <ul style="list-style-type: none"> <li>HCC1A7-8, HCC1B7-8, HCC1C7-8, HCC1D7-8</li> </ul>   |   |   |
| <b>WHAT SHOULD STUDENTS...</b>   |  |   |   |
| <b>UNDERSTAND?</b>   | <b>KNOW?</b>   | <b>BE ABLE TO DO?</b>   |   |
| <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>   | <i>Facts, Names, Dates, Places, Information,</i><br><br><i>ACADEMIC VOCABULARY</i>   | <i>Skills; Products</i>   |   |
| <ul style="list-style-type: none"> <li>Students understand the role of music through history</li> <li>Students understand the role of music across various cultures</li> <li>Student understand how music has developed through history</li> </ul> | <ul style="list-style-type: none"> <li>Genre</li> <li>Style</li> <li>Multicultural music</li> <li>American/ Patriotic Songs</li> <li>Opera</li> <li>Ballet</li> <li>Blues</li> <li>Ragtime</li> <li>Jazz</li> <li>Pop</li> <li>Musicals</li> <li>Baroque</li> <li>Romantic</li> <li>Classical</li> </ul> | <ul style="list-style-type: none"> <li>Identify genre or style from various historical periods through listening to selected ensemble repertoire</li> <li>Conclude possible origin and/or historical period of an aural example by applying artistic perceptions to selected musical examples</li> <li>Describe the historical significance of</li> </ul> |   |

|  |  |  |
|--|--|--|
|  |  | <p>selected musical literature</p> <ul style="list-style-type: none"> <li>• Describe the effects of society, culture and technology on music</li> <li>• Categorize the function of music being performed in relation to its function in society or history</li> <li>• Compare and contrast music and music-related vocations and avocations</li> </ul> |
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**FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING**

| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>  | <b>STUDENT LEARNING TASK</b>   | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
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| <ul style="list-style-type: none"> <li>• Students play musical works that have historical significance</li> <li>• Students play musical works from a variety of cultures</li> <li>• Students listen to examples of music that have historical significance</li> <li>• Students listen to examples of music that are culturally relevant</li> </ul> | <ul style="list-style-type: none"> <li>• Allow students to discuss how music is related to other cultures</li> <li>• Allow students to explore the historical significance of the music they perform</li> <li>• Allow students experience how other cultures use music in their daily lives</li> </ul> | 1,2,3,4   |

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|   | <b>PRIOR KNOWLEDGE CONNECTIONS</b>  |  |
|   |   |  |
| <b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>   |   |  |
| <b>ASSESSMENT DESCRIPTION</b>   | <b>FORMATIVE<br/>OR<br/>SUMMATIVE?</b>  | <b>DOK TARGET</b><br><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking,<br>4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>Assess level of knowledge with how music can be part of other disciplines</li> </ul>   | Formative<br><br>Summative  | 1,2,3,4  |
| <b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>  |   |  |
| <i>Possible Interventions</i>   |   |  |
| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>   | <b>STUDENT LEARNING TASK</b>  | <b>DOK TARGET</b><br><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking,<br>4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>Engage students in more playing examples that relate to historical time period</li> <li>Engage students in more examples of music of varying cultures</li> </ul> | Student continue to play and discuss more examples of how music relates to history and other cultures | 1,2,3,4  |
| <b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b>  |   |  |
| <i>Possible Extensions/Enrichments</i>  |   |  |
| <b>INSTRUCTIONAL ACTIVITY/METHOD</b>  | <b>STUDENT LEARNING TASK</b>  | <b>DOK TARGET</b><br><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking,                         |

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|  |   | 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>Engage students in activities related to ethnomusicology</li> <li>Engage students to use music in other fields of life</li> </ul> | <ul style="list-style-type: none"> <li>Students learn how the music of a certain culture or time period was directly impacted by the events of that time</li> </ul> | 1,2,3,4              |



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| <p>Content Area: Instrumental Music</p> <p>Course: 7<sup>th</sup> Grade Orchestra</p> | <p>Unit Title: Interdisciplinary Connections</p> <p>Unit Duration: Entire School Year</p> |
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| <p><b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b></p> <ul style="list-style-type: none"> <li>Essential Elements for Strings 2000</li> <li>Repertoire</li> <li>Online Resources</li> </ul> | <p><b>BIG IDEA(S):</b></p> <ul style="list-style-type: none"> <li>People should become lifelong learners who support music programs by participation and appreciation of school and community music events</li> <li>People should become aware that music is a part of many facets of the world around them</li> </ul> |
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| <p><b>ENDURING UNDERSTANDINGS:</b></p> <ul style="list-style-type: none"> <li>The learner will expand their knowledge of how music relates to history</li> <li>The learner will expand their knowledge of how music relates to culture</li> <li>The learner will expand their knowledge of how music relates to other subject areas</li> <li>The learner will expand their knowledge of how music relates to their world</li> </ul> | <p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>How is music related to other disciplines?</li> <li>How has music influenced our world?</li> <li>What function can music serve in our society?</li> </ul> |
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**WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?**

Standards, Concepts, Content, Skills, Products, Vocabulary

| REFERENCE/STANDARD | STANDARDS: Content specific standards that will be addressed in this unit. | MAJOR STANDARD | SUPPORTING STANDARD |
|--------------------|--|----------------|---------------------|
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| <i>i.e. GLE/CLE/MLS/NGSS</i>  |  |  |   |
| GLE   | IC1A7-8: Compare in two or more arts how the characteristic materials of each art (sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures Discuss ways that each of the arts can enhance understanding and communication globally |  | x |
| GLE   | IC1B7-8: Describe ways in which the principles and subject matter of other disciplines are interrelated with those of music Explain the importance of group participation, perseverance, and commitment in musical and nonmusical settings. Describe the similarities between other subject areas and the arts, (e.g., talk about the relationships between interpreting music notation and interpreting written language)   |  | x |
| <b>OBJECTIVE # 1</b>  | Develop and apply knowledge and skills to understand the relationships between music, the other arts and disciplines outside the arts  |  |   |
| <b>REFERENCES/STANDARDS</b><br><i>i.e. GLE/CLE/MLS/NGSS</i>   | <ul style="list-style-type: none"> <li>IC1A7-8, IC1B7-8,</li> </ul>  |  |   |
| <b>WHAT SHOULD STUDENTS...</b>  |  |  |   |
| <b>UNDERSTAND?</b><br><i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>  | <b>KNOW?</b><br><i>Facts, Names, Dates, Places, Information,</i><br><br><i>ACADEMIC VOCABULARY</i>   | <b>BE ABLE TO DO?</b><br><br><i>Skills; Products</i>   |   |
| <ul style="list-style-type: none"> <li>Students understand the importance of music in other disciplines.</li> <li>Students understand the importance of the music in our society</li> </ul> | <ul style="list-style-type: none"> <li>Arts</li> <li>Disciplines</li> <li>Compare</li> <li>Contrast</li> <li>Performers</li> <li>Subject matter</li> </ul>   | <ul style="list-style-type: none"> <li>Students must be able to compare characteristics of two or more arts within a particular historical period or style and cite</li> </ul> |   |

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|  | <ul style="list-style-type: none"> <li>• Culture</li> <li>• History</li> <li>• Community</li> </ul>   | <p>examples from various cultures</p> <ul style="list-style-type: none"> <li>• Students must be able to explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music</li> <li>• Students must be able to list several skills learned in ensembles and relate them to those skills needed in areas such as the workforce, church or community group, and other school groups</li> </ul> |
| <b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>  |   |  |
| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>  | <b>STUDENT LEARNING TASK</b>  | <b>DOK TARGET</b><br><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)  |
| <ul style="list-style-type: none"> <li>• Students play musical works that directly relate to other disciplines</li> <li>• Students listen to examples of music that relate to other disciplines</li> </ul> | <ul style="list-style-type: none"> <li>• Allow students to discuss how music is related to other disciplines</li> <li>• Allow students to explore how music has been affected by or how it affects culture</li> <li>• Allow students to explore how music can be a permanent part of their world</li> </ul> | 1,2,3,4  |
|  | <b>PRIOR KNOWLEDGE CONNECTIONS</b>  |  |

**HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?**

| <b>ASSESSMENT DESCRIPTION</b>   | <b>FORMATIVE OR SUMMATIVE?</b> | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|---|--------------------------------|---|
| <ul style="list-style-type: none"> <li>Assess level of knowledge with how music can be part of other disciplines</li> </ul> | Formative<br><br>Summative     | 1,2,3,4   |

**HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?**

*Possible Interventions*

| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>   | <b>STUDENT LEARNING TASK</b>   | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|---|--|---|
| <ul style="list-style-type: none"> <li>Engage students in more playing examples</li> <li>Engage students in more examples of music of varying cultures</li> </ul> | Student continues to discuss more examples of how music relates to other disciplines | 1,2,3,4   |

**HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?**

*Possible Extensions/Enrichments*

| <b>INSTRUCTIONAL ACTIVITY/METHOD</b>  | <b>STUDENT LEARNING TASK</b>  | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|---|---|---|
| <ul style="list-style-type: none"> <li>Engage students to use music in other fields of study</li> </ul> | <ul style="list-style-type: none"> <li>Students need to invent creative ways in which they can use their musical talents</li> </ul> | 1,2,3,4   |

|  |   |  |
|--|---|--|
| <ul style="list-style-type: none"> <li>Engage students to use music in other fields of life</li> </ul> | <p>with other academic disciplines</p> <ul style="list-style-type: none"> <li>Students need to invent creative ways in which they can use their musical talents with other aspects of life</li> </ul> |  |
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| <p>Content Area: Instrumental Music</p> <p>Course: 7<sup>th</sup> Grade Orchestra</p> | <p>Unit Title: Product Performance</p> <p>Unit Duration: Entire School Year</p> |
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| <p><b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b></p> <ul style="list-style-type: none"> <li>Method Book</li> <li>Repertoire</li> </ul>                               | <p><b>BIG IDEA(S):</b></p> <ul style="list-style-type: none"> <li>Create music independently and with others</li> <li>Model learned musical skills and concepts through formal and informal performances.</li> </ul>  |
| <p><b>ENDURING UNDERSTANDINGS:</b></p> <ul style="list-style-type: none"> <li>Develop and apply instrumental music skills to perform and communicate through the arts</li> </ul> | <p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>What is appropriate string technique?</li> <li>What are the differences in playing alone and with others?</li> <li>How can personal expression be demonstrated through the creation and/or the performance of music?</li> <li>How does musical performance help to develop mental and physical skills?</li> </ul> |

**WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?**

Standards, Concepts, Content, Skills, Products, Vocabulary

| REFERENCE/STANDARD<br><i>i.e. GLE/CLE/MLS/NGSS</i> | STANDARDS: Content specific standards that will be addressed in this unit.                              | MAJOR STANDARD | SUPPORTING STANDARD |
|--|---|----------------|---------------------|
| GLE  | PP2A7-8: Demonstrate instrumental technique (e.g., fingerings, bowings, playing position, tone quality, | x              |                     |

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|     | *articulation) Demonstrate instrument maintenance and care  |   |   |
| GLE | PP2B7-8: Read and perform music notation at a “beginning” to 2 grade-level (refer to glossary for Level of Difficulty) Read and perform a short song/piece using effective expression and characteristic timbre | x |   |
| GLE | PP2C7-8: Perform a varied repertoire of music representing diverse cultures, genres and styles Apply stylistic elements needed to perform the music of various cultures, genres and styles                      | x |   |
| GLE | PP2D7-8: Play by ear simple melodies on a melodic instrument or simple accompaniments on a harmonic instrument  |   | x |
| GLE | PP2E7-8: Demonstrate characteristic timbre, tempo, and dynamics independently for group performance, responding expressively to the cues of the conductor   | x |   |
| GLE | PP3A7-8: Improvise simple rhythmic variations in a consistent style and meter   |   | x |
| GLE | PP4A7-8: Create or arrange a short song/piece or phrases using a variety of sound sources within specified guidelines   |   | x |

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| <b>OBJECTIVE # 1</b>  | Develop and apply instrumental music skills to perform, create, and communicate through the art of music |
| <b>REFERENCES/STANDARDS</b><br><i>i.e. GLE/CLE/MLS/NGSS</i> | <ul style="list-style-type: none"> <li>PP2A7-8 PP2B7-8 PP2C7-8 PP2D7-8 PP2E7-8 PP4A7-8</li> </ul>        |

| <b>WHAT SHOULD STUDENTS...</b>  |  |   |
|---|--|---|
| <b>UNDERSTAND?</b>  | <b>KNOW?</b>   | <b>BE ABLE TO DO?</b>   |
| <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>                          | <i>Facts, Names, Dates, Places, Information,</i><br><br><i>ACADEMIC VOCABULARY</i>               | <i>Skills; Products</i>   |
| <ul style="list-style-type: none"> <li>Students understand the importance of playing with appropriate string technique</li> </ul> | <ul style="list-style-type: none"> <li><b>Intonation</b></li> <li><b>Tone Quality</b></li> </ul> | <ul style="list-style-type: none"> <li>Play independently and with others using appropriate string technique</li> </ul> |

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| <ul style="list-style-type: none"> <li>● Students understand how to play with musical expression</li> <li>● Students understand the differences of playing alone and with others</li> <li>● Students understand how to follow a conductor during rehearsal and performance</li> </ul> | <ul style="list-style-type: none"> <li>● <b>Diction</b></li> <li>● <b>Rhythm</b></li> <li>● <b>Note Accuracy</b></li> <li>● <b>Posture</b></li> <li>● <b>Memorization</b></li> <li>● <b>Stage Presence</b></li> <li>● <b>Scales</b></li> <li>● <b>Chordal and Note Relationships</b></li> <br/> <li>● <b>Bowing Techniques</b></li> <li>● <b>Left hand techniques</b></li> </ul> | <ul style="list-style-type: none"> <li>● Play in small and large ensembles</li> <li>● Play with musical expression</li> <li>● Play with pitch and rhythmic accuracy</li> <li>● Follow the direction of a variety of conducting styles</li> <li>● Maintain steady characteristic tones for a reasonable length of time on all strings.</li> <li>● Demonstrate the correct start and release of tones when playing.</li> <li>● Play a basic range of at least an octave in “D” major with good tone and intonation.</li> <li>● Play at least one major scale such as “D” major in one octave with good tone and intonation using marcato and legato bowing.</li> <li>● Develop phrasing concepts by connecting logical notes together.</li> <li>● Perform the following rhythms to a steady pulse in 4/4, 2/4, and 3/4 time signatures at moderate tempi. Whole note, half note, quarter note, two eighths</li> <li>● Perform basic and advanced string crossings</li> <li>● Demonstrate good self-discipline, attitude, and attendance.</li> <li>● Demonstrate the playing of combinations of the following rhythms at moderate tempi: whole, half, quarter, dotted half, dotted quarter eighth, two eighths, 4 sixteenth notes, dotted eighth sixteenth. This would be for both notes and corresponding rests.</li> <li>● Demonstrate accurate playing in major key signatures of G and D, and know corresponding major scales.</li> <li>● Develop an effective playing range with good tone quality consisting of at least two octaves.</li> </ul> |
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|  |  | <ul style="list-style-type: none"> <li>● Play accurately at sight grade 1 (easy) orchestra literature.</li> <li>● Tune their own instrument using fine tuners in relationship to a given pitch without regular assistance of the instructor.</li> <li>● Be able to demonstrate playing at p, mp, mf, f dynamic levels as well as crescendo and diminuendo.</li> <li>● Demonstrate ability to follow the conductor's tempi and dynamics.</li> <li>● Demonstrate a variety of learned pieces with sensitivity to intonation, rhythm, tone, tempo, articulation, dynamics, phrasing, and style.</li> <li>● Explore advanced key signatures of C, A, and F major and D minor and understand the affected corresponding notes.</li> <li>● Demonstrate characteristic tone over the full range of appropriate register and through all dynamic marking levels.</li> <li>● Perform easily grade 2 literature in meters of 2/4, 3/4, 4/4, 3/8, 6/8 (fast and slow)</li> <li>● Perform a variety of attacks, articulations and relations, appropriate to different styles of music.</li> <li>● Be able to perform well the following major scales in the appropriate number of octaves: C, G, D, A, F, Bb</li> <li>● Perform and recognize intervals within a major scale, with reference from the tonic.</li> <li>● Play with constant awareness and sensitivity to phrasing.</li> <li>● Perform at all concerts with proper attire and deportment.</li> <li>● Demonstrate an advanced characteristic tone</li> </ul> |
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|  |  | <p>over the listed range, performable with all dynamics and vibrato.</p> <ul style="list-style-type: none"> <li>● Demonstrate proper bowing articulation including: Legato, staccato, marcato, spiccato, hooked bowing, col legno, sul tasto, martele, tremelo</li> <li>● Perform the following major scales: C, G, D, F</li> <li>● Play readily in all meters of 2/2, 3/4, 4/4, 6/8, at a minimum of grade 2 literature level.</li> <li>● Demonstrate corrective pitch discrimination.</li> <li>● Demonstrate the correct usage of a mechanical tuning device.</li> <li>● Demonstrate the ability to identify the difference between major and minor tonalities in performance.</li> <li>●</li> </ul> |
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**FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING**

| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>  | <b>STUDENT LEARNING TASK</b>  | <b>DOK TARGET</b><br><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|--|---|---|
| <ul style="list-style-type: none"> <li>● Use an orchestra rehearsal to allow students to practice playing technique and expression</li> <li>● Use an orchestra rehearsal to teach how to tune</li> <li>● Use an orchestra rehearsal to teach how to improve intonation</li> <li>● Use an orchestra rehearsal to improve how to play as an ensemble</li> <li>● Teacher models and explains the appropriate techniques for playing and rehearsing</li> </ul> | <ul style="list-style-type: none"> <li>● Students learn how play with appropriate technique and style</li> <li>● Students learn how to improve intonation</li> <li>● Students learn how to play alone and with others</li> <li>● Students learn how to tune and care for their instruments</li> </ul> | 1,2,3   |



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| <ul style="list-style-type: none"> <li>Teacher establishes a classroom routine for tuning, rehearsing, and caring for instruments</li> </ul> |  |   |
| <b>INTERDISCIPLINARY CONNECTION</b>  | <b>PRIOR KNOWLEDGE CONNECTIONS</b>   | <b>INQUIRY CONNECTIONS</b>  |
| <b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>  |  |   |
| <b>ASSESSMENT DESCRIPTION</b>  | <b>FORMATIVE OR SUMMATIVE?</b>   | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>Use individual and group playing tests</li> <li>Have students play in a concert setting</li> </ul>    | Formative<br><br>Summative   | 1,2,3,4   |
| <b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>   |  |   |
| <i>Possible Interventions</i>  |  |   |
| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>  | <b>STUDENT LEARNING TASK</b>   | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>Engage students in more rehearsal</li> </ul>  | <ul style="list-style-type: none"> <li>Student continues to refine their playing skills</li> </ul> | 1,2,3   |
| <b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b>   |  |   |
| <i>Possible Extensions/Enrichments</i>   |  |   |
| <b>INSTRUCTIONAL ACTIVITY/METHOD</b>   | <b>STUDENT LEARNING TASK</b>   | <b>DOK TARGET</b>   |

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|---|--|--|
|   |  | (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>● Introduce more challenging music</li> <li>● Students can teach concepts to those who do not yet understand</li> <li>● Students compose/arrange music on their own</li> </ul> | <ul style="list-style-type: none"> <li>● Students increase their level of music reading</li> </ul> | 2,3,4  |



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| <p>Content Area: Instrumental Music</p> <p>Course: 8<sup>th</sup> Grade Orchestra</p> | <p>Unit Title: Artistic Perceptions</p> <p>Unit Duration: Entire School Year</p> |
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| <p><b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b></p> <ul style="list-style-type: none"> <li>● Essential Elements for Strings 2000</li> <li>● Repertoire</li> <li>● Online resources</li> </ul>  | <p><b>BIG IDEA(S):</b></p> <ul style="list-style-type: none"> <li>● People should be able to listen perceptually and respond to music intellectually and emotionally</li> <li>● People should be able to evaluate music based on critical listening skills that use best music practices</li> </ul>              |
| <p><b>ENDURING UNDERSTANDINGS:</b></p> <ul style="list-style-type: none"> <li>● The learner will expand their knowledge of forms in order to identify more complex forms.</li> <li>● The learner will be able to compare, evaluate, and analyze musical works, composers, or performers of different ethnic influences by distinguishing the similar and different musical elements and techniques utilized.</li> </ul> | <p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>● What is musical form?</li> <li>● How is music organized?</li> <li>● What characteristics are used in music to give each piece its uniqueness?</li> <li>● What factors should be used when evaluating and analyzing music?</li> </ul> |

**WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?**

Standards, Concepts, Content, Skills, Products, Vocabulary

| REFERENCE/STANDARD<br><i>i.e. GLE/CLE/MLS/NGSS</i> | STANDARDS: Content specific standards that will be addressed in this unit.  | MAJOR STANDARD | SUPPORTING STANDARD |
|--|---|----------------|---------------------|
| GLE  | AP1A7-8: Identify forms used in selected ensemble repertoire  | X              |                     |
| GLE  | AP1B7-8: Determine the musical means (source) and size of group, the musical expression, order and organization, and possible origin of an aural example. Characterize the use of music by its intended function and its intended audience.   | X              |                     |
| GLE  | AP2A7-8: Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements: tone quality, expression/phrasing, rhythmic accuracy, pitch accuracy, part acquisition, blend/balance, diction/articulation, style, posture/stage presence. |                | X                   |
| GLE  | AP2B7-8: Demonstrate the ability to distinguish between quality and non-quality performance through listening, performing, self-assessment, and offer suggestions for improvement   | X              | X                   |

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| <b>OBJECTIVE # 1</b>   | Develop and apply the knowledge and skills to analyze, evaluate, and describe musical performances and compositions |  |  |
| <b>REFERENCES/STANDARDS</b><br><i>i.e. GLE/CLE/MLS/NGSS</i>  | <ul style="list-style-type: none"> <li>AP1A7-8, AP1B7-8, AP2A7-8, AP2B7-8</li> </ul>                                |  |  |
| <b>WHAT SHOULD STUDENTS...</b>   |   |  |  |
| <b>UNDERSTAND?</b><br><br><i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i> | <b>KNOW?</b><br><br><i>Facts, Names, Dates, Places, Information,</i><br><br><i>ACADEMIC VOCABULARY</i>              | <b>BE ABLE TO DO?</b><br><br><i>Skills; Products</i>                                     |  |
| <ul style="list-style-type: none"> <li>Students understand the importance of</li> </ul>  | <ul style="list-style-type: none"> <li>· theme and variation</li> </ul>   | <ul style="list-style-type: none"> <li>Students must be able to determine the</li> </ul> |  |

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| <p>musical form.</p> <ul style="list-style-type: none"> <li>• Students understand how to appropriately evaluate and analyze music</li> <li>• Students understand various composition techniques</li> </ul> | <ul style="list-style-type: none"> <li>• · <i>DC/Fine</i></li> <li>• · <i>DS al coda/Fine</i></li> <li>• · AB/binary</li> <li>• · ABA/ternary</li> <li>• · AABA song form</li> <li>• · tone quality</li> <li>• · expression/phrasing</li> <li>• · rhythmic accuracy</li> <li>• · pitch accuracy</li> <li>• · part acquisition</li> <li>• · blend/balance</li> <li>• · diction/articulation</li> <li>• · style</li> <li>• · posture/stage Presence</li> </ul> | <p>difference between a quality and non-quality performance.</p> <ul style="list-style-type: none"> <li>• Determine the musical means (source) and size of group of an aural example</li> <li>• Describe the musical expression (mood) of an aural example</li> <li>• Determine the order and organization of an aural example</li> <li>• Determine the possible origin of an aural example (e.g., location and time)</li> </ul> <p>Characterize the use of music by its intended function (purpose) and its intended audience</p> |
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**FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING**

| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>   | <b>STUDENT LEARNING TASK</b>   | <b>DOK TARGET</b><br><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|---|--|---|
| <ul style="list-style-type: none"> <li>• Students play a musical work with the intention of analyzing it while rehearsing the piece</li> <li>• Students listen to examples of music for the purposes of music analysis</li> </ul> | <ul style="list-style-type: none"> <li>• Allow students to determine musical form</li> <li>• Allow students to determine the source, size, or mood of an aural example</li> <li>• Allow students to determine the origin of an aural example</li> <li>• Allow students to characterize music by its function and/or purpose</li> </ul> | <p>1,2,3,4</p>  |

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|---|--|---|
|   | <b>PRIOR KNOWLEDGE CONNECTIONS</b>   |   |
|   | <ul style="list-style-type: none"> <li>Elementary music courses</li> </ul>                                   |   |
| <b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>   |  |   |
| <b>ASSESSMENT DESCRIPTION</b>   | <b>FORMATIVE OR SUMMATIVE?</b>   | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>Assess level of accuracy of recognizing musical form, mood, source, and origin</li> <li>Written and/or listening tests that allow students to demonstrate their level of music analysis</li> </ul> | Formative<br><br>Summative   | 1,2,3,4   |
| <b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>  |  |   |
| <i>Possible Interventions</i>   |  |   |
| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>   | <b>STUDENT LEARNING TASK</b>   | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>Engage students in more playing examples</li> <li>Engage students in more examples of music with varying forms Modify music by breaking down into smaller pieces</li> </ul>                        | <ul style="list-style-type: none"> <li>Students continue to refine their skills in music analysis</li> </ul> | 1,2,3,4   |
| <b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b>  |  |   |
| <i>Possible Extensions/Enrichments</i>  |  |   |
| <b>INSTRUCTIONAL ACTIVITY/METHOD</b>  | <b>STUDENT LEARNING TASK</b>   | <b>DOK TARGET</b>   |

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|  |  | (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>Engage students in more complex playing examples</li> <li>Engage students in more complex examples of music with varying forms</li> </ul> | <ul style="list-style-type: none"> <li>Students continue to refine their skills in music analysis</li> </ul> | 1,2,3,4  |

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|---|--|
| Develop and apply music reading and notation skills   |  |
| <ul style="list-style-type: none"> <li>EM1A7-8, EM1B7-8, EM1C7-8, EM1D7-8, EM1E7-8</li> </ul> |  |

**WHAT SHOULD STUDENTS...**

| <b>UNDERSTAND?</b>   | <b>KNOW?</b>   | <b>BE ABLE TO DO?</b>   |
|--|--|---|
| <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>   | <i>Facts, Names, Dates, Places, Information,</i><br><br><i>ACADEMIC VOCABULARY</i>   | <i>Skills; Products</i>   |
| <ul style="list-style-type: none"> <li>Students will understand how to read and notate standard Rhythmic Notation as it relates to time signatures.</li> <li>Students will understand how to read and notate standard Pitch Notation including two ledger lines above and below the clef appropriate to the student's instrument.</li> <li>Students can describe the function of accidentals.</li> <li>Students will understand the number of counts in simple, duple, and triple time signatures.</li> <li>Students understand the dynamic, tempi, and expressive symbols of academic vocabulary.</li> <li>Students understand how to sight read notes and rhythms in a short piece of music using</li> </ul> | <ul style="list-style-type: none"> <li>Rhythmic Notation including whole note/rest, quarter note/rest, half note/rest, eighth note/rest, dotted half note/rest, eighth note pairs, sixteenth notes, eighth note/rest, dotted quarter note/rest, note beamings.</li> <li>Accidentals (Including sharp, flat, and natural).</li> <li>Time signatures in 2/4, 3/4, 4/4, and 6/8 meter.</li> <li>Syncopation</li> <li>Pitch Notation including staff, clef, ledger line, sharps, flats, and natural</li> </ul> | <ul style="list-style-type: none"> <li>Identify terms from Rhythmic Notation.</li> <li>Identify the number of counts in simple duple and triple time signatures.</li> <li>Count and clap a 4-bar phrase of rhythms that employ syncopation.</li> <li>Identify symbols for musical expression.</li> <li>Read and notate rhythmic patterns presented by teacher.</li> <li>Read and notate pitches on the appropriate staff involving all notes two ledger lines above and below the staff.</li> <li>Read and notate dynamic symbols.</li> <li>Sight read rhythmic patterns as an ensemble.</li> </ul> |

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| <p>standard music notation.</p> | <p>signs.</p> <ul style="list-style-type: none"> <li>• Symbols of expression including symbols for dynamics, tempo and articulation including <i>p</i> for piano, <i>f</i> for forte, <i>mp</i> for mezzo piano, <i>mf</i> for mezzo forte, <i>pp</i> for pianissimo, <i>ff</i> for fortissimo, <i>cresc.</i> Or &lt; for crescendo, <i>decresc</i> or &gt; for <i>decrescendo</i>, <i>dim</i> for <i>diminuendo</i>, <i>accelerando</i>, <i>ritardando</i>, <i>allegro</i>, <i>moderato</i>, <i>andante</i>, <i>a tempo</i>, <i>accent</i>, <i>fermata</i>, <i>ties</i>, <i>slurs</i>, <i>staccato</i> and <i>legato</i>.</li> <li>• Instantly read and name all notes within the staff with corresponding fingerings.</li> <li>• Read and recognize notes on ledger lines above and below the staff within the normal playing range of the instrument.</li> <li>• Be able to sight read with assistance, grade 1 (easy) orchestra literature.</li> <li>• Read and understand common music nomenclature.</li> <li>• Read and readily understand the following meters: 2/4, 3/4, 4/4, 3/8, 6/8 (fast and slow), and cut time</li> <li>• Reading rhythmic combinations of: dotted eighth-sixteenth, triplet eighths, triplet quarters, 6/8 time, dotted quarter-quarter-eighth (6/8)</li> <li>• Read, recognize, and instantly respond to standard notations for entire appropriate range of their instrument.</li> </ul> | <ul style="list-style-type: none"> <li>• Sight read a combination of rhythmic and melodic patterns as an ensemble.</li> <li>• Play music written in 4 or more parts.</li> <li>• Play in sections (Violin I, Violin II, viola, cello, etc.) and combinations of sections and discuss their relationships.</li> <li>• Play increasingly complex melodies and rhythms at sight using correct fingerings and bowings.</li> </ul> |
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|  | <ul style="list-style-type: none"> <li>• Read in and readily understand major keys of C, G, D, A, F, Bb throughout their playing range.</li> <li>• Read and understand all intervals within a major scale (with reference from the tonic)</li> <li>• Read, at sight, rhythmic and tonal patterns appropriate to the easy level (grade 1)</li> <li>• Be able to sight read with assistance, grade 2 (intermediate) orchestra literature.</li> <li>•</li> </ul> |  |
|--|---|--|

**FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING**

| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>   | <b>STUDENT LEARNING TASK</b>   | <b>DOK TARGET</b><br><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|---|--|---|
| <ul style="list-style-type: none"> <li>• Utilize music demonstrating finger patterns on the student’s appropriate instrument and music using standard notation.</li> <li>• Utilize music demonstrating rhythmic notations from the academic vocabulary</li> <li>• Utilize music demonstrating the dynamic, tempi, and expressive symbols of academic vocabulary.</li> <li>• Utilize music to rehearse sight reading of</li> </ul> | <ul style="list-style-type: none"> <li>• Analyze simple rhythms or division of beat and perform by clapping, saying, or playing the pattern.</li> <li>• Students will read rhythms using rhythmic syllables.</li> <li>• Students will read melodies using solfege or note names.</li> <li>• Perform a familiar melody with varying expression marks (dynamics/tempi).</li> </ul> | 1,2,3   |



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| notes and rhythms.<br>● Utilize music with increasingly complex melodies and rhythms.   | ● Students will sight read rhythms and melodies as a class.   |   |
|   | <b>PRIOR KNOWLEDGE CONNECTIONS</b>  |   |
|   | ● Elementary music courses  |   |
| <b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>   |   |   |
| <b>ASSESSMENT DESCRIPTION</b>   | <b>FORMATIVE OR SUMMATIVE?</b>  | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>● Observation</li> <li>● Individual/group tracking exercise</li> <li>● Students play individually and as a group while the teacher listens for growth in imitation skills</li> <li>● Written assessment of music notation</li> <li>● Weekly Practice Charts</li> </ul> | Formative<br><br>Summative  | 1,2,3   |
| <b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>  |   |   |
| <i>Possible Interventions</i>   |   |   |
| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>   | <b>STUDENT LEARNING TASK</b>  | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>● Work one on one with student as time allows</li> <li>● Practice and reteach whole group, breaking down vocabulary/skill</li> <li>● Modify music by breaking down into smaller</li> </ul>   | <ul style="list-style-type: none"> <li>● Work with partner to identify pitches and rhythmic notation</li> <li>● Students choose correct rhythmic and dynamic notation after teacher performs short pattern</li> </ul> | 1,2,3   |

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| <p>pieces</p> <ul style="list-style-type: none"> <li>Teacher performs a short pattern while students determine correct rhythmic and dynamic notation</li> </ul> | <ul style="list-style-type: none"> <li>Work with partner to identify music notation</li> </ul>  |  |
| <p><b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b></p> <p><i>Possible Extensions/Enrichments</i></p>   |   |  |
| <p><b>INSTRUCTIONAL ACTIVITY/METHOD</b></p>   | <p><b>STUDENT LEARNING TASK</b></p>   | <p><b>DOK TARGET</b></p> <p>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)</p> |
| <ul style="list-style-type: none"> <li>Students will mentor fellow students who need help with identifying pitches and/or rhythmic notation.</li> </ul>         | <ul style="list-style-type: none"> <li>Mentor student will explain how to read pitch and rhythmic notation on the appropriate staff to a struggling student.</li> </ul> | <p>1,2,3,4</p>   |



Content Area: Instrumental Music

Course: 8<sup>th</sup> Grade Orchestra

Unit Title: Historical and Cultural Contexts

Unit Duration: Entire School Year

|   |   |
|---|---|
| <p><b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b></p> <ul style="list-style-type: none"> <li>Essential Elements for Strings 2000</li> <li>Repertoire</li> <li>Online Resources</li> </ul>      | <p><b>BIG IDEA(S):</b></p> <ul style="list-style-type: none"> <li>People should be acquainted with a variety of music and its role in the life of all people</li> </ul> |
| <p><b>ENDURING UNDERSTANDINGS:</b></p> <ul style="list-style-type: none"> <li>The learner, through comparison, will understand the reasons for different audience behavior in various settings</li> </ul> | <p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>How is music the same and different across various cultures?</li> </ul>                       |

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| <ul style="list-style-type: none"> <li>The learner will be able to compare musical works, composers, or performers of different ethnic influences by distinguishing the similar and different musical elements and techniques utilized</li> <li>The learner will be able to select music from a variety of styles found in daily life and use music vocabulary to document reasons for listening choices</li> </ul> | <ul style="list-style-type: none"> <li>What role does music play in history?</li> <li>What role does music play in various cultures?</li> <li>In what ways has music developed through history?</li> </ul> |
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**WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?**

Standards, Concepts, Content, Skills, Products, Vocabulary

| REFERENCE/STANDARD<br><i>i.e. GLE/CLE/MLS/NGSS</i> | STANDARDS: Content specific standards that will be addressed in this unit.  | MAJOR STANDARD | SUPPORTING STANDARD |
|--|---|----------------|---------------------|
| GLE  | HCC1A7-8: Identify genre or style from various historical periods through listening to selected ensemble repertoire                           |                | x                   |
| GLE  | HCC1B7-8: Conclude possible origin and/or historical period of an aural example by applying artistic perceptions to selected musical examples |                | x                   |
| GLE  | HCC1C7-8: Describe the function of music in various settings and cultural events. Attend and describe live musical experiences                |                | x                   |
| GLE  | HCC1D7-8: Compare and contrast a variety of music and music-related vocations and avocations  |                | x                   |

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| <b>OBJECTIVE # 1</b> | Develop and apply the knowledge and skills to understand works of art in time and place |
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| <b>REFERENCES/STANDARDS</b><br><i>i.e. GLE/CLE/MLS/NGSS</i> | <ul style="list-style-type: none"> <li>HCC1A7-8, HCC1B7-8, HCC1C7-8, HCC1D7-8</li> </ul> |
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**WHAT SHOULD STUDENTS...**

|                    |              |                       |
|--------------------|--------------|-----------------------|
| <b>UNDERSTAND?</b> | <b>KNOW?</b> | <b>BE ABLE TO DO?</b> |
|--------------------|--------------|-----------------------|

| <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>   | <i>Facts, Names, Dates, Places, Information,</i><br><br><i>ACADEMIC VOCABULARY</i>   | <i>Skills; Products</i>  |
|--|--|--|
| <ul style="list-style-type: none"> <li>• Students understand the role of music through history</li> <li>• Students understand the role of music across various cultures</li> <li>• Student understand how music has developed through history</li> </ul> | <ul style="list-style-type: none"> <li>• Genre</li> <li>• Style</li> <li>• Multicultural music</li> <li>• American/ Patriotic Songs</li> <li>• Opera</li> <li>• Ballet</li> <li>• Blues</li> <li>• Ragtime</li> <li>• Jazz</li> <li>• Pop</li> <li>• Musicals</li> <li>• Baroque</li> <li>• Romantic</li> <li>• Classical</li> </ul> | <ul style="list-style-type: none"> <li>• Identify genre or style from various historical periods through listening to selected ensemble repertoire</li> <li>• Conclude possible origin and/or historical period of an aural example by applying artistic perceptions to selected musical examples</li> <li>• Describe the historical significance of selected musical literature</li> <li>• Describe the effects of society, culture and technology on music</li> <li>• Categorize the function of music being performed in relation to its function in society or history</li> <li>• Compare and contrast music and music-</li> </ul> |

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|  |  | related vocations and avocations  |
| <b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>  |  |   |
| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>  | <b>STUDENT LEARNING TASK</b>   | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>Students play musical works that have historical significance</li> <li>Students play musical works from a variety of cultures</li> <li>Students listen to examples of music that have historical significance</li> <li>Students listen to examples of music that are culturally relevant</li> </ul> | <ul style="list-style-type: none"> <li>Allow students to discuss how music is related to other cultures</li> <li>Allow students to explore the historical significance of the music they perform</li> <li>Allow students experience how other cultures use music in their daily lives</li> </ul> | 1,2,3,4   |
|  | <b>PRIOR KNOWLEDGE CONNECTIONS</b>   |   |
| <b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>  |  |   |
| <b>ASSESSMENT DESCRIPTION</b>  | <b>FORMATIVE OR SUMMATIVE?</b>   | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>Assess level of knowledge with how music can be part of other disciplines</li> </ul>  | Formative<br><br>Summative   | 1,2,3,4   |
| <b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>   |  |   |

| <i>Possible Interventions</i>   |   |   |
|---|---|---|
| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>   | <b>STUDENT LEARNING TASK</b>  | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>Engage students in more playing examples that relate to historical time period</li> <li>Engage students in more examples of music of varying cultures</li> </ul> | Student continue to play and discuss more examples of how music relates to history and other cultures | 1,2,3,4   |

**HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?**

| <i>Possible Extensions/Enrichments</i>  |   |   |
|---|---|---|
| <b>INSTRUCTIONAL ACTIVITY/METHOD</b>  | <b>STUDENT LEARNING TASK</b>  | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>Engage students in activities related to ethnomusicology Engage students to use music in other fields of life</li> </ul> | <ul style="list-style-type: none"> <li>Students learn how the music of a certain culture or time period was directly impacted by the events of that time</li> </ul> | 1,2,3,4   |



Content Area: Instrumental Music

Course: 8<sup>th</sup> Grade Orchestra

Unit Title: Interdisciplinary Connections

Unit Duration: Entire School Year

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| <p><b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b></p> <ul style="list-style-type: none"> <li>Essential Elements for Strings 2000</li> <li>Repertoire</li> </ul> | <p><b>BIG IDEA(S):</b></p> <ul style="list-style-type: none"> <li>People should become lifelong learners who support music programs by participation and appreciation of school and</li> </ul> |
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| <ul style="list-style-type: none"> <li>● Online Resources</li> </ul>  | <ul style="list-style-type: none"> <li>community music events</li> <li>● People should become aware that music is a part of many facets of the world around them</li> </ul>   |  |                              |                                   |
|---|---|--|------------------------------|-----------------------------------|
| <p><b>ENDURING UNDERSTANDINGS:</b></p> <ul style="list-style-type: none"> <li>● The learner will expand their knowledge of how music relates to history</li> <li>● The learner will expand their knowledge of how music relates to culture</li> <li>● The learner will expand their knowledge of how music relates to other subject areas</li> <li>● The learner will expand their knowledge of how music relates to their world</li> </ul> | <p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>● How is music related to other disciplines?</li> <li>● How has music influenced our world?</li> <li>● What function can music serve in our society?</li> </ul>   |  |                              |                                   |
| <p><b>WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?</b></p>   |   |  |                              |                                   |
| <p>Standards, Concepts, Content, Skills, Products, Vocabulary</p>   |   |  |                              |                                   |
| <p><b>REFERENCE/STANDARD</b><br/><i>i.e. GLE/CLE/MLS/NGSS</i></p>   | <p><b>STANDARDS: Content specific standards that will be addressed in this unit.</b></p>  |  | <p><b>MAJOR STANDARD</b></p> | <p><b>SUPPORTING STANDARD</b></p> |
| <p>GLE</p>  | <p>IC1A7-8: Compare in two or more arts how the characteristic materials of each art (sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures Discuss ways that each of the arts can enhance understanding and communication globally</p> |  |                              | <p>x</p>                          |
| <p>GLE</p>  | <p>IC1B7-8: Describe ways in which the principles and subject matter of other disciplines are interrelated with those of music Explain the importance of group participation, perseverance, and commitment in musical and nonmusical settings. Describe the similarities between other subject areas and the arts, (e.g., talk about the relationships between interpreting music notation and interpreting written language)</p>   |  |                              | <p>x</p>                          |

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| <b>OBJECTIVE # 1</b>  | Develop and apply knowledge and skills to understand the relationships between music, the other arts and disciplines outside the arts   |   |
| <b>REFERENCES/STANDARDS</b><br><br><i>i.e. GLE/CLE/MLS/NGSS</i>   | <ul style="list-style-type: none"> <li>• IC1A7-8, IC1B7-8,</li> </ul>   |   |
| <b>WHAT SHOULD STUDENTS...</b>  |   |   |
| <b>UNDERSTAND?</b><br><br><i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>  | <b>KNOW?</b><br><br><i>Facts, Names, Dates, Places, Information,</i><br><br><i>ACADEMIC VOCABULARY</i>  | <b>BE ABLE TO DO?</b><br><br><i>Skills; Products</i>  |
| <ul style="list-style-type: none"> <li>• Students understand the importance of music in other disciplines.</li> <li>• Students understand the importance of the music in our society</li> </ul> | <ul style="list-style-type: none"> <li>• Arts</li> <li>• Disciplines</li> <li>• Compare</li> <li>• Contrast</li> <li>• Performers</li> <li>• Subject matter</li> <li>• Culture</li> <li>• History</li> <li>• Community</li> </ul> | <ul style="list-style-type: none"> <li>• Students must be able to compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures</li> <li>• Students must be able to explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music</li> <li>• Students must be able to list several skills learned in ensembles and relate them to those skills needed in areas such as the workforce, church or community group, and other school groups</li> </ul> |



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| <b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>  |   |   |
| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>  | <b>STUDENT LEARNING TASK</b>  | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>Students play musical works that directly relate to other disciplines</li> <li>Students listen to examples of music that relate to other disciplines</li> </ul> | <ul style="list-style-type: none"> <li>Allow students to discuss how music is related to other disciplines</li> <li>Allow students to explore how music has been affected by or how it affects culture</li> <li>Allow students to explore how music can be a permanent part of their world</li> </ul> | 1,2,3,4   |
|  | <b>PRIOR KNOWLEDGE CONNECTIONS</b>  |   |
| <b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>  |   |   |
| <b>ASSESSMENT DESCRIPTION</b>  | <b>FORMATIVE OR SUMMATIVE?</b>  | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>Assess level of knowledge with how music can be part of other disciplines</li> </ul>  | Formative<br><br>Summative  | 1,2,3,4   |
| <b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>   |   |   |
| <i>Possible Interventions</i>  |   |   |
| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>  | <b>STUDENT LEARNING TASK</b>  | <b>DOK TARGET</b>   |

|   |   |   |
|---|---|---|
|   |   | (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)                      |
| <ul style="list-style-type: none"> <li>Engage students in more playing examples</li> <li>Engage students in more examples of music of varying cultures</li> </ul>     | Student continues to discuss more examples of how music relates to other disciplines  | 1,2,3,4   |
| <b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b><br><i>Possible Extensions/Enrichments</i>  |   |   |
| <b>INSTRUCTIONAL ACTIVITY/METHOD</b>  | <b>STUDENT LEARNING TASK</b>  | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>Engage students to use music in other fields of study</li> <li>Engage students to use music in other fields of life</li> </ul> | <ul style="list-style-type: none"> <li>Students need to invent creative ways in which they can use their musical talents with other academic disciplines</li> <li>Students need to invent creative ways in which they can use their musical talents with other aspects of life</li> </ul> | 1,2,3,4   |

# 5 and 6 Band



**CONTENT AREA:** Instrumental Music

**COURSE:** 5<sup>th</sup> & 6<sup>th</sup> Grade Band

**UNIT TITLE:** Product Performance

**UNIT DURATION:** Ongoing

|  |   |   |                            |
|--|---|---|----------------------------|
| <b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b> <ul style="list-style-type: none"> <li>● Method Book</li> <li>● Teacher Direction</li> <li>● Repertoire</li> </ul> |   | <b>BIG IDEA(S):</b> <ul style="list-style-type: none"> <li>● Perform and create music independently and with others.</li> <li>● Model learned musical skills and concepts through formal and informal performances.</li> </ul>  |                            |
| <b>ENDURING UNDERSTANDINGS:</b> <ul style="list-style-type: none"> <li>● Develop and apply playing skills to perform and communicate through the arts.</li> </ul>            |   | <b>ESSENTIAL QUESTIONS:</b> <ul style="list-style-type: none"> <li>● How is music organized, created and notated?</li> <li>● How does rhythm function in music?</li> <li>● What is an appropriate playing posture and technique?</li> <li>● How are different cultures represented in music?</li> <li>● How can improvisation enhance notated music?</li> </ul> |                            |
| <b>WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?</b>   |   |   |                            |
| Standards, Concepts, Content, Skills, Products, Vocabulary   |   |   |                            |
| <b>REFERENCE/STANDARD</b><br><br><i>i.e. GLE/CLE/MLS/NGSS</i>  | <b>STANDARDS:</b> Content specific standards that will be addressed in this unit. | <b>MAJOR STANDARD</b>   | <b>SUPPORTING STANDARD</b> |

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| GLE PP2A 5-6 | <b>Instrumental Performance Skills:</b> Read and perform at least five pitches on a band instrument. Read and perform rhythms in simple meter including Whole note/rest, Quarter note/rest, Half note/rest, Eighth note/rest. Demonstrate instrumental technique (e.g., fingerings, stickings, playing position, tone quality, and articulation). Demonstrate instrument maintenance and care. | X |   |
| GLE PP2B 5-6 | <b>Expression and Technical Skills:</b> Read and perform a short song using effective expression and characteristic timbre.  | X |   |
| GLE PP2C 5-6 | <b>Repertoire:</b> Perform a varied repertoire of music including instrumental accompaniments representing diverse cultures, genres, and styles. Apply stylistic elements to music.  | X |   |
| GLE PP2D 5-6 | <b>Imitation (Play by Ear):</b> Echo short rhythmic and melodic patterns on a band instrument. Play by ear simple melodies on a band instrument or simple accompaniments.  |   | X |
| GLE PP2E 5-6 | <b>Group Playing:</b> Demonstrate characteristic timbre, tempo, and dynamics independently for group performance, responding expressively to the cues of the conductor.  | X |   |
| GLE PP3A 5-6 | <b>Improvisation:</b> Improvise short rhythmic and melodic patterns. Improvise simple rhythmic, melodic and/or harmonic accompaniments. Improvise simple rhythmic variations on familiar melodies. Improvise short songs and instrumental pieces. Improvise simple rhythmic variations in a consistent style and meter.  |   | X |
| GLE PP4A 5-6 | <b>Composition and Arrangement:</b> Create and notate a rhythmic and/or melodic ostinati accompaniment within teacher's specified guidelines. Create or arrange a short song/piece or phrases using a variety of sound sources within specified guidelines.  |   | X |

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| <b>OBJECTIVE # 1</b>  | Develop and Apply Playing Skills   |  |
| <b>REFERENCES/STANDARDS</b><br><br><i>i.e. GLE/CLE/MLS/NGSS</i>   | <ul style="list-style-type: none"> <li>PP2A 5-6, PP2B 5-6, PP2C 5-6, PP2E 5-6</li> </ul>   |  |
| <b>WHAT SHOULD STUDENTS...</b>  |  |  |
| <b>UNDERSTAND?</b><br><br><i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>  | <b>KNOW?</b><br><br><i>Facts, Names, Dates, Places, Information,</i><br><br><i>ACADEMIC VOCABULARY</i>   | <b>BE ABLE TO DO?</b><br><br><i>Skills; Products</i>   |
| <ul style="list-style-type: none"> <li>Music is the organization of sound.</li> <li>Good tone quality is achieved when all of the fundamental elements of posture, position, correct embouchure and breath support are consistently used.</li> <li>Proper instrumental technique (e.g., fingerings, stickings, playing position, tone quality, and articulation) is essential to producing a quality performance.</li> <li>The cues from the conductor/director enhance a musical performance with unique style and expression.</li> <li>Music is influenced by different cultures, genres and styles.</li> </ul> | <ul style="list-style-type: none"> <li>Pitch</li> <li>Rhythm</li> <li>Tempo</li> <li>Position/Grip/Posture</li> <li>Dynamics/Expression</li> <li>Tone/Timbre</li> <li>Articulation</li> <li>Style</li> </ul> | <ul style="list-style-type: none"> <li>Demonstrate appropriate posture and playing technique when playing a band instrument.</li> <li>Understand basic rhythm in simple meter.</li> <li>Perform a melody demonstrated by the teacher using 5 pitches with good characteristic tone quality.</li> <li>Perform a short piece using dynamics.</li> <li>Demonstrate how to independently perform your part in an ensemble setting.</li> <li>Perform a varied repertoire of music that incorporates different cultures, genres and styles.</li> <li>Demonstrate how to properly care for your band instrument.</li> </ul> |
| <b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>   |  |  |
| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>   | <b>STUDENT LEARNING TASK</b>   | <b>DOK TARGET</b>  |

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|  |  | (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)                      |
| <ul style="list-style-type: none"> <li>● Model proper posture, playing and technique, as well as appropriate instrument care and maintenance.</li> <li>● Compare and contrast teacher demonstrations of appropriate and inappropriate posture and playing technique.</li> <li>● Choose repertoire that incorporates various tempos, dynamics and expression.</li> <li>● Introduce pieces of music that represent various cultures, styles and genres.</li> </ul> | <ul style="list-style-type: none"> <li>● Perform exercises and concert music with proper posture and playing technique.</li> <li>● Clap and count rhythmic exercises as demonstrated by teacher.</li> <li>● Perform music that incorporates dynamics and expression.</li> <li>● Listen to recordings and perform repertoire from various cultures, styles and genres.</li> </ul> | 1, 2, and 3   |
| <b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>  |  |   |
| <b>ASSESSMENT DESCRIPTION</b>  | <b>FORMATIVE OR SUMMATIVE?</b>   | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>● Teacher observes student growth daily in class.</li> <li>● Students apply concepts while playing in class.</li> <li>● Teacher listens and assesses students performing individually and in small groups within the classroom setting.</li> <li>● Individual Playing Tests.</li> <li>● Teacher assesses student performances in small groups for correct melodies and rhythms with a steady pulse.</li> </ul>            | Formative<br><br>Summative   | 1, 2, 3   |

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| <ul style="list-style-type: none"> <li>Students respond to the conductor's cues and demonstrate playing with expression.</li> </ul>  |   |   |
| <b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b><br><i>Possible Interventions</i>  |   |   |
| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>  | <b>STUDENT LEARNING TASK</b>  | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>Allow more time for individual testing.</li> <li>Teacher can continue to reteach and review new concepts, techniques and vocabulary with the class.</li> <li>Pair student with a high-achieving musician.</li> <li>Recommend private lessons.</li> </ul>  | <ul style="list-style-type: none"> <li>Retake Individual Playing Tests.</li> <li>Increase practice outside of school.</li> <li>Attend private lessons from a professional.</li> </ul>   | 1, 2, 3   |
| <b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b><br><i>Possible Extensions/Enrichments</i>   |   |   |
| <b>INSTRUCTIONAL ACTIVITY/METHOD</b>   | <b>STUDENT LEARNING TASK</b>  | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>Encourage students to work ahead on higher levels of individual playing tests</li> <li>Teacher can increase the level of difficulty for new concepts and techniques (e.g. faster tempos, two octave scales)</li> <li>Pair student with a struggling musician and allow them to work with the student and</li> </ul> | <ul style="list-style-type: none"> <li>Test ahead on Individual Playing tests.</li> <li>Help teacher test other students.</li> <li>Model proper playing technique and tone for the class while playing concert music as an example to others.</li> <li>Attend private lessons from a professional.</li> </ul> | 1, 2, 3   |

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| model basic concepts.<br>● Recommend Private lessons. |  |  |
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**PROFICIENCY SCALES FOR THIS STANDARD**

| <b>STANDARD:</b> |   |  |
|------------------|---|--|
| <b>SCORE</b>     | <b>DESCRIPTION</b>  | <b>SAMPLE TASKS</b>  |
| <b>4.0</b>       | <b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.</b>   | <ul style="list-style-type: none"> <li>● Perform a solo for the class.</li> <li>● Attend a live concert and evaluate the quality of the performance using appropriate terms and vocabulary.</li> </ul> |
| <b>3.5</b>       | In addition to score 3.0 performance, in-depth inferences and applications with partial success.  |  |
| <b>3.0</b>       | <p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>● Demonstrate appropriate posture and playing technique when playing a band instrument.</li> <li>● Understand basic rhythm in simple meter.</li> <li>● Perform music using dynamics.</li> <li>● Demonstrate how to independently perform your part in an ensemble setting.</li> <li>● Perform a varied repertoire of music that incorporates different cultures, genres and styles.</li> <li>● Demonstrate how to properly care for their band instrument.</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p> | <ul style="list-style-type: none"> <li>● Consistently perform with proper posture, good characteristic tone quality and proper playing technique.</li> </ul>   |



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| 2.5 | No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content   |   |
| 2.0 | <p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● Recognizes or recalls specific terminology, such as:<br/>Pitch, Rhythm, Tempo, Position/Grip/Posture, Dynamics/Expression, Tone/Timbre, Articulation and Style</li> <li>● Performs basic processes, such as:<br/>Demonstrates some but not all of the following qualities – good tone quality, proper posture, proper playing technique, correct embouchure and/or breath support.</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p> | <ul style="list-style-type: none"> <li>● Recall terminology</li> <li>● Infrequently demonstrate some but not all of the basic playing qualities during rehearsal and/or performance.</li> </ul> |
| 1.5 | Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content  |   |
| 1.0 | <b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>  |   |
| LND | <b>Even with help, no understanding or skill demonstrated.</b>  |   |

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| <b>OBJECTIVE # 2</b>  | Develop and apply notation and improvisation skills.  |   |
| <b>REFERENCES/STANDARD S</b><br><br><i>i.e. GLE/CLE/MLS/NGSS</i>  | <ul style="list-style-type: none"> <li>• PP 2D 5-6, PP 3A 5-6, PP4A 5-6</li> </ul>  |   |
| <b>WHAT SHOULD STUDENTS...</b>  |   |   |
| <b>UNDERSTAND?</b><br><br><i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>  | <b>KNOW?</b><br><br><i>Facts, Names, Dates, Places, Information,</i><br><br><i>ACADEMIC VOCABULARY</i>  | <b>BE ABLE TO DO?</b><br><br><i>Skills; Products</i>  |
| <ul style="list-style-type: none"> <li>• Creating music on your instrument is a form of artistic expression.</li> <li>• Improvisation is music that is created spontaneously with no preparation.</li> <li>• Music notation has specific guidelines and rules that must be followed in order to compose a piece of music.</li> <li>• Knowing how to notate and arrange music helps students better understand the layout and meaning of a composer's work.</li> </ul> | <ul style="list-style-type: none"> <li>• Rhythm</li> <li>• Melody</li> <li>• Improvisation</li> <li>• Variation</li> <li>• Notation</li> <li>• Composition</li> <li>• Phrase</li> </ul> | <ul style="list-style-type: none"> <li>• Echo short rhythmic and melodic patterns on a band instrument.</li> <li>• Play by ear simple melodies on a band instrument or simple accompaniments.</li> <li>• Improvise short rhythmic and melodic patterns.</li> <li>• Improvise simple rhythmic variations on music students already know.</li> <li>• Improvise short songs and instrumental pieces.</li> <li>• Improvise simple rhythmic variations in a consistent style and meter.</li> </ul> |
| <b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>   |   |   |
| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>   | <b>STUDENT LEARNING TASK</b>  | <b>DOK TARGET</b><br><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking,  |

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|   |  | 4=Extended Thinking)  |
| <ul style="list-style-type: none"> <li>● Introduce music notation through a composition project where students become the composer.</li> <li>● Model examples of improvisation on a band instrument.</li> <li>● Play recordings and videos of musicians utilizing improvisation.</li> <li>● Play by ear (call and response) simple melodic examples and have the class echo the example back.</li> <li>● Clap/Play simple ostinati and have the class repeat it in small groups.</li> </ul> | <ul style="list-style-type: none"> <li>● Compose a short piece of music using music notation.</li> <li>● Listen to examples of improvised solos.</li> <li>● Improvise simple rhythmic and melodic phrases on a band instrument.</li> <li>● Play by ear with teacher to listen and echo given examples.</li> <li>● Listen and perform simple ostinati in small groups.</li> </ul> | 1, 2, 3, 4  |
| <b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>   |  |   |
| <b>ASSESSMENT DESCRIPTION</b>   | <b>FORMATIVE OR SUMMATIVE?</b>   | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>● Teacher observes student growth daily in class.</li> <li>● Students apply concepts while playing in class.</li> <li>● Teacher listens and assesses students performing individually and in small groups within the classroom setting.</li> <li>● Teacher gives one-on-one guidance to students as needed as they compose music and notate in class.</li> <li>● Graded assessments.</li> </ul>  | Formative<br><br>Summative   | 1, 2, 3, 4  |

**HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?**

*Possible Interventions*

| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>   | <b>STUDENT LEARNING TASK</b>   | <b>DOK TARGET</b><br><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|---|--|---|
| <ul style="list-style-type: none"> <li>● Teacher can continue to reteach and review new concepts, techniques and vocabulary with the class.</li> <li>● Give suggestions/corrections to student composition projects.</li> <li>● Give extended time for students to revise their composition project.</li> <li>● Pair student with a high-achieving musician.</li> <li>● Recommend Private lessons.</li> </ul> | <ul style="list-style-type: none"> <li>● Students can revise their composition project with recommendations and/or assistance from the teacher.</li> <li>● Work one-on-one with the teacher to clap ostinato patterns while the class plays.</li> <li>● Increase practice outside of school.</li> <li>● Attend private lessons from a professional.</li> </ul> | 1, 2, 3, 4  |

**HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?**

*Possible Extensions/Enrichments*

| <b>INSTRUCTIONAL ACTIVITY/METHOD</b>  | <b>STUDENT LEARNING TASK</b>  | <b>DOK TARGET</b><br><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|---|---|---|
| <ul style="list-style-type: none"> <li>● Have a recital day for any student that would like to perform their composition as a solo for the class.</li> <li>● Pair student with a struggling musician and allow them to work with the student and model basic concepts.</li> </ul> | <ul style="list-style-type: none"> <li>● Create a longer and more detailed composition to perform for the class.</li> <li>● Pair with a struggling musician and compose a duet together.</li> <li>● Help a struggling musician count and clap ostinato patterns.</li> </ul> | 1, 2, 3, 4  |

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| <ul style="list-style-type: none"> <li>Recommend private lessons.</li> </ul> | <ul style="list-style-type: none"> <li>Attend private lessons from a professional.</li> </ul> |  |
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**PROFICIENCY SCALES FOR THIS STANDARD**

| STANDARD: |  |  |
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| SCORE     | DESCRIPTION  | SAMPLE TASKS   |
| 4.0       | <b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.</b>  | <ul style="list-style-type: none"> <li>Students will create a piece of music for one or more instruments with multiple 4-bar phrases, using standard music notation.</li> </ul>  |
| 3.5       | In addition to score 3.0 performance, in-depth inferences and applications with partial success.   |  |
| 3.0       | <p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>Echo short rhythmic and melodic patterns on a band instrument.</li> <li>Play by ear simple melodies on a band instrument or simple accompaniments.</li> <li>Improvise short rhythmic and melodic patterns.</li> <li>Improvise simple rhythmic variations on music students already know.</li> <li>Improvise short songs and instrumental pieces.</li> <li>Improvise simple rhythmic variations in a consistent style and meter.</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p> | <ul style="list-style-type: none"> <li>Students will understand how to echo short rhythmic and melodic patterns.</li> <li>Students will improvise short rhythmic and melodic patterns.</li> <li>Students will understand how to compose a short piece using standard music notation.</li> <li>Listen and perform simple ostinati in small groups.</li> </ul> |
| 2.5       | No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content  |  |
| 2.0       | <b>There are no major errors or omissions regarding the simpler details and processes as the</b>   | <ul style="list-style-type: none"> <li>Recall terminology</li> </ul>   |

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|     | <p><b>student:</b></p> <ul style="list-style-type: none"> <li>● Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <li>○ Rhythm, Melody, Improvisation, Variation, Notation, and Composition</li> </ul> </li> <li>● Performs basic processes, such as: <ul style="list-style-type: none"> <li>○ Improvise simple rhythmic patterns with assistance from the teacher.</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p> |  |
| 1.5 | Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content   |  |
| 1.0 | <b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>   |  |
| LND | <b>Even with help, no understanding or skill demonstrated.</b>   |  |



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|---|--------------------------------------|
| <b>CONTENT AREA:</b> Instrumental Music                     | <b>UNIT TITLE:</b> Elements of Music |
| <b>COURSE:</b> 5 <sup>th</sup> & 6 <sup>th</sup> Grade Band | <b>UNIT DURATION:</b> Ongoing        |

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| <b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b>  |  | <b>BIG IDEA(S):</b>   |                            |
| <ul style="list-style-type: none"> <li>● Method Book</li> <li>● Teacher Direction</li> <li>● Repertoire</li> </ul>       |  | <ul style="list-style-type: none"> <li>● Understand fundamental symbols and vocabulary of music notation.</li> <li>● Notate music utilizing rhythm, pitch and expression.</li> <li>● Perform music at sight and correctly interpret all notes, rhythms and expression.</li> </ul>   |                            |
| <b>ENDURING UNDERSTANDINGS:</b>  |  | <b>ESSENTIAL QUESTIONS:</b>   |                            |
| <ul style="list-style-type: none"> <li>● Develop and apply the knowledge and skills to read and notate music.</li> </ul> |  | <ul style="list-style-type: none"> <li>● How is sound organized on the musical staff?</li> <li>● How do time signatures effect how sound is organized on the staff?</li> <li>● What symbols are used to represent rhythm and pitch?</li> <li>● What symbols are used to represent expression?</li> <li>● How does an individual/ensemble interpret these symbols in a performance setting?</li> </ul> |                            |
| <b>WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?</b>                                 |  |   |                            |
| Standards, Concepts, Content, Skills, Products, Vocabulary   |  |   |                            |
| <b>REFERENCE/STANDARD</b><br><i>i.e. GLE/CLE/MLS/NGSS</i>  | <b>STANDARDS: Content specific standards that will be addressed in this unit.</b>  | <b>MAJOR STANDARD</b>   | <b>SUPPORTING STANDARD</b> |
| GLE EM1A 5-6   | <b>Rhythmic Notation:</b> Read and perform standard rhythmic notation in 2/4, ¾, and 4/4 meter signatures with bar lines consisting of whole note/rest, quarter note/rest ,half note/rest, eighth-note | X   |                            |

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|              | pairs, dotted half note, eighth note/rest and dotted quarter note/rest.   |   |  |
| GLE EM1B 5-6 | <b>Melodic Notation:</b> Identify standard pitch notation in the treble clef, including one ledger line above and below the staff. Identify accidentals, sharps, flats and natural signs. Employ standard pitch notation in the clef appropriate to student's instrument in an appropriate range and key.   | X |  |
| GLE EM1C 5-6 | <b>Symbols of Expression:</b> Identify and apply standard symbols for dynamics, tempo and articulation, including p for piano, f for forte, mp for mezzo piano, mf for mezzo forte, pp for pianissimo, ff for fortissimo, cresc or < for crescendo, decresc or > for decrescendo, allegro, moderato, accent, fermata, ties, slurs, staccato, and legato   | X |  |
| GLE EM1D 5-6 | <b>Symbols for Rhythm, Pitch and Expressive Elements:</b> Notate and record rhythmic patterns and dynamics presented by the teacher in 2/4, ¾ and 4/4 meter signature using bar lines, whole note/rest, quarter note/rest, half note/rest, eighth-note pairs, dotted half note, p for piano, f for forte, mp for mezzo piano, mf for mezzo forte, cresc for crescendo and decresc for decrescendo | X |  |
| GLE EM1E 5-6 | <b>Sight-Reading:</b> Independently interpret simple rhythmic and melodic notation at sight. Sight read standard musical notation at level 1 difficulty (Level .5 to Level 1 – Easy; may include changes of tempo and meter in modest ranges)   | X |  |

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|--|--|-----------------------|--|
| <b>OBJECTIVE # 1</b>   | Develop and Apply the Knowledge and Skills to Read and Notate Music                                |                       |  |
| <b>REFERENCES/STANDARDS</b><br><i>i.e. GLE/CLE/MLS/NGSS</i>                          | <ul style="list-style-type: none"> <li>EM1A 5-6, EM1B 5-6, EM1C 5-6, EM1D 5-6, EM1E 5-6</li> </ul> |                       |  |
| <b>WHAT SHOULD STUDENTS...</b>   |  |                       |  |
| <b>UNDERSTAND?</b><br><br><i>Concepts; essential truths that give meaning to the</i> | <b>KNOW?</b>   | <b>BE ABLE TO DO?</b> |  |



|   |  |   |
|---|--|---|
| <i>topic; ideas that transfer across situations.</i>  | <i>Facts, Names, Dates, Places, Information,</i><br><br><i>ACADEMIC VOCABULARY</i>   | <i>Skills; Products</i>   |
| <ul style="list-style-type: none"> <li>● Music is the organization of sound.</li> <li>● Music is organized on the musical staff using pitch and rhythm.</li> <li>● Understanding the relationship between time signatures and rhythm is essential to notation.</li> <li>● Understanding the relationship between key signatures and pitch is essential to notation.</li> <li>● Dynamics, Tempo and Articulation enhance and elevate a musical performance.</li> <li>● Developing musicians must practice independently interpreting simple rhythmic and melodic notation at sight.</li> </ul> | <ul style="list-style-type: none"> <li>● Musical Staff and Ledger Lines</li> <li>● Measure and Bar Lines</li> <li>● Treble Clef and Bass Clef</li> <li>● Rhythmic Notation (whole note/rest, quarter note/rest, half note/rest, eighth-note pairs, dotted half note, eighth note/rest and dotted quarter note/rest)</li> <li>● Time Signature (2/4, 3/4, 4/4)</li> <li>● Key Signature</li> <li>● Accidentals (sharps, flats, and naturals)</li> <li>● Dynamics (pp, p, mp, mf, f, ff, &lt;, &gt;)</li> <li>● Tempo (allegro, moderato, fermata)</li> <li>● Articulation (accent, ties, slurs, staccato, and legato)</li> <li>● Sight-Reading</li> </ul> | <ul style="list-style-type: none"> <li>● Identify terms for rhythmic notation</li> <li>● Read and notate pitches on the staff in the appropriate clef, key signature and time signature</li> <li>● Identify accidentals in music</li> <li>● Identify dynamics, tempo and articulation symbols in music</li> <li>● Sight-read simple rhythmic patterns</li> <li>● Sight-read simple melodic patterns</li> <li>● Sight-read music of an appropriate level as an ensemble</li> </ul> |

**FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING**

| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>   | <b>STUDENT LEARNING TASK</b>   | <b>DOK TARGET</b><br><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|---|--|---|
| <ul style="list-style-type: none"> <li>● Introduce exercises and music that utilizes rhythmic patterns at an appropriate reading level.</li> <li>● Introduce exercises and music that utilizes melodic patterns at an appropriate reading level.</li> </ul> | <ul style="list-style-type: none"> <li>● Clap, count then play rhythmic exercises and repertoire.</li> <li>● Sizzle, finger then play melodic exercises and repertoire.</li> <li>● Perform music that incorporates various tempos, dynamics and articulation.</li> </ul> | 1, 2, 3   |

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|--|---|---|
| <ul style="list-style-type: none"> <li>Choose repertoire that incorporates various tempos, dynamics and articulation.</li> <li>Introduce repertoire of an appropriate reading level and have students perform the music at sight.</li> </ul>   | <ul style="list-style-type: none"> <li>Accurately sight-read repertoire of an appropriate reading level.</li> </ul>   |   |
| <b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>  |   |   |
| <b>ASSESSMENT DESCRIPTION</b>  | <b>FORMATIVE<br/>OR<br/>SUMMATIVE?</b>  | <b>DOK TARGET</b><br><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>Teacher observes student growth daily in class.</li> <li>Students apply concepts while playing in class.</li> <li>Teacher listens and assesses students performing individually and in small groups within the classroom setting.</li> <li>Teacher introduces a written assessment for music notation.</li> <li>Individual Playing Tests.</li> <li>Teacher assesses student performances in small groups for correct melodies and rhythms with a steady pulse.</li> <li>Teacher uses conductor cues for playing with expression.</li> </ul> | Formative<br><br>Summative  | 1, 2, 3   |
| <b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b><br><br><i>Possible Interventions</i>  |   |   |
| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>  | <b>STUDENT LEARNING TASK</b>  | <b>DOK TARGET</b><br><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>Allow more time for individual testing.</li> <li>Teacher can continue to reteach and review new concepts, techniques and vocabulary</li> </ul>  | <ul style="list-style-type: none"> <li>Retake Individual Playing Tests.</li> <li>Increase practice outside of school.</li> <li>Work on correcting written assessment</li> </ul> | 1, 2, 3   |

| <p>with the class.</p> <ul style="list-style-type: none"> <li>● Give corrections on written assessment for music notation.</li> <li>● Pair student with a high-achieving musician.</li> <li>● Recommend private lessons.</li> </ul>   | <p>for music notation.</p> <ul style="list-style-type: none"> <li>● Attend private lessons from a professional.</li> </ul>   |  |
|---|--|--|
| <p><b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b></p> <p><i>Possible Extensions/Enrichments</i></p>   |  |  |
| <p><b>INSTRUCTIONAL ACTIVITY/METHOD</b></p>   | <p><b>STUDENT LEARNING TASK</b></p>  | <p><b>DOK TARGET</b></p> <p>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)</p> |
| <ul style="list-style-type: none"> <li>● Encourage students to work ahead on higher levels of individual playing tests</li> <li>● Teacher can increase the level of difficulty for new concepts and techniques (e.g. faster tempos, new articulation patterns, two octave scales).</li> <li>● Introduce more difficult written assessment for music notation.</li> <li>● Pair student with a struggling musician and allow them to work with the student and model basic concepts.</li> <li>● Recommend Private lessons.</li> </ul> | <ul style="list-style-type: none"> <li>● Test ahead on Individual Playing tests.</li> <li>● Help teacher test other students.</li> <li>● Work on more difficult written assessment for music notation.</li> <li>● Model proper rhythmic and/or melodic and tone for the class while playing concert music as an example to others.</li> <li>● Attend private lessons from a professional.</li> </ul> | <p>1, 2, 3</p>   |

**PROFICIENCY SCALES FOR THIS STANDARD**

| <b>STANDARD: Develop and Apply the Knowledge and Skills to Read and Notate Music</b> |  |  |
|--|--|--|
| <b>SCORE</b>   | <b>DESCRIPTION</b>   | <b>SAMPLE TASKS</b>  |
| <b>4.0</b>   | <b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.</b>  | <ul style="list-style-type: none"> <li>● Notate and perform a solo for the class.</li> <li>● Attend a live concert and evaluate the quality of the performance using appropriate terms and vocabulary.</li> </ul>  |
| <b>3.5</b>   | In addition to score 3.0 performance, in-depth inferences and applications with partial success.   |  |
| <b>3.0</b>   | <p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>● Identify terms for rhythmic notation</li> <li>● Read and notate pitches on the staff in the appropriate clef, key signature and time signature</li> <li>● Identify accidentals in music</li> <li>● Identify dynamics, tempo and articulation symbols in music</li> <li>● Sight-read simple rhythmic patterns</li> <li>● Sight-read simple melodic patterns</li> <li>● Sight-read music of an appropriate level as an ensemble</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p> | <ul style="list-style-type: none"> <li>● Consistently perform selected repertoire with all of the knowledge and skills needed to accurately read and notate music.</li> <li>● Little or no errors on any written assessments on music notation.</li> </ul> |
| <b>2.5</b>   | No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content  |  |
| <b>2.0</b>   | <p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● Recognizes or recalls specific terminology, such as:<br/>Musical Staff, Ledger Lines, Measure, Bar Lines, Treble Clef, Bass Clef, Rhythmic</li> </ul>  | <ul style="list-style-type: none"> <li>● Recall some terminology</li> <li>● Infrequently demonstrate some but not all of the knowledge and skills to read and notate music.</li> </ul>   |

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|     | <p>Notation (whole note/rest, quarter note/rest ,half note/rest, eighth-note pairs, dotted half note, eighth note/rest and dotted quarter note/rest), Time Signature (2/4, <math>\frac{3}{4}</math>, 4/4), Key Signature, Accidentals (sharps, flats, and naturals), Dynamics (pp, p, mp, mf, f, ff, &lt;, &gt;), Tempo (allegro, moderato, fermata), Articulation (accent, ties, slurs, staccato, and legato)</p> <ul style="list-style-type: none"> <li>● Performs basic processes, such as:<br/>Demonstrates some but not all of the following qualities – Read and notate pitches on the staff in the appropriate clef, key signature and time signature, Sight-read simple rhythmic patterns, Sight-read simple melodic patterns</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p> | <ul style="list-style-type: none"> <li>● Sight-read with help from teacher</li> </ul> |
| 1.5 | Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content   |   |
| 1.0 | <b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>   |   |
| LND | <b>Even with help, no understanding or skill demonstrated.</b>   |   |



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| <p><b>CONTENT AREA:</b> Instrumental Music</p> <p><b>COURSE:</b> 5<sup>th</sup> &amp; 6<sup>th</sup> Grade Band</p> | <p><b>UNIT TITLE:</b> Historical and Cultural Context</p> <p><b>UNIT DURATION:</b> Ongoing</p> |
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| <p><b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b></p> <ul style="list-style-type: none"> <li>● Teacher Direction</li> <li>● Repertoire</li> <li>● Listening Examples</li> <li>● Supplemental Materials/Resources</li> </ul> | <p><b>BIG IDEA(S):</b></p> <ul style="list-style-type: none"> <li>● Exposure to a large variety of musical genres and styles.</li> <li>● Become lifelong learners and supporters of the arts by participating and appreciating cultural events and community programs.</li> <li>● Model learned skills musical skills and concepts through attendance at formal and informal performances.</li> </ul> |
| <p><b>ENDURING UNDERSTANDINGS:</b></p> <ul style="list-style-type: none"> <li>● Develop and apply the knowledge and skills to understand works of art in time and space.</li> </ul>  | <p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>● How has music been influenced by our history?</li> <li>● How is music affected by different cultures?</li> <li>● How have people used music and other art forms as a creative outlet to express their emotions, beliefs and values?</li> <li>● What types of careers exist in the field of music?</li> </ul>              |

**WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?**

Standards, Concepts, Content, Skills, Products, Vocabulary

| REFERENCE/STANDARD<br><i>i.e. GLE/CLE/MLS/NGSS</i> | STANDARDS: Content specific standards that will be addressed in this unit.   | MAJOR STANDARD | SUPPORTING STANDARD |
|--|--|----------------|---------------------|
| GLE HCC1A 5-6                                      | <b>Genres and Styles:</b> Identify characteristics of teacher selected genres or styles, including Secular, Sacred, Multicultural music, American, and patriotic songs. Identify genre or style from various historical periods through listening to selected ensemble repertoire. | X              |                     |

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| GLE HCC1B 5-6 | <b>Stylistic Practices:</b> Describe how elements of music are used in teacher selected examples of music, including Secular, Sacred, Multicultural music, American, and Patriotic songs. Conclude possible origin and/or historical period of an aural example by applying artistic perceptions to selected musical examples.   |   | X |
| GLE HCC1C 5-6 | <b>Music's Role and Function in Various Cultures:</b> Describe the function of music in various settings and cultural events, including Secular, Sacred, Multicultural music, American, and patriotic songs. Document understanding of musical experiences through writing samples or illustrations. Describe the function of music in various settings and cultural events. Attend and describe live musical experiences. | X |   |
| GLE HCC1D 5-6 | <b>Careers in Music:</b> Identify available music-related careers in a given setting. Compare and contrast a variety of music and music-related vocations and avocations.  |   | X |

| <b>OBJECTIVE # 1</b>   | Develop and Apply the Knowledge and Skills to Understand Musical Genres, Styles, and Stylistic Practices     |   |  |
|--|--|---|--|
| <b>REFERENCES/STANDARDS</b><br><i>i.e. GLE/CLE/MLS/NGSS</i>  | <ul style="list-style-type: none"> <li>HCC1A 5-6, HCC1B 5-6</li> </ul>                                       |   |  |
| WHAT SHOULD STUDENTS...  |  |   |  |
| UNDERSTAND?  | KNOW?  | BE ABLE TO DO?  |  |
| <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>   | <i>Facts, Names, Dates, Places, Information,</i><br><br><i>ACADEMIC VOCABULARY</i>                           | <i>Skills; Products</i>   |  |
| <ul style="list-style-type: none"> <li>All music can be categorized into genres, styles and historical periods.</li> <li>Composers are influenced by cultural changes and world events happening during</li> </ul> | <ul style="list-style-type: none"> <li>Genre</li> <li>Style</li> <li>Culture</li> <li>Time Period</li> </ul> | <ul style="list-style-type: none"> <li>Identify characteristics of selected styles of music.</li> <li>Perform a varied repertoire of music from different time periods that incorporates</li> </ul> |  |

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| <p>their lifetime.</p> <ul style="list-style-type: none"> <li>• Music is influenced by different cultures, genres and styles.</li> </ul>  | <ul style="list-style-type: none"> <li>• Secular</li> <li>• Sacred</li> <li>• Multicultural music</li> <li>• American</li> <li>• Patriotic</li> </ul>  | <p>diverse cultures, genres and styles.</p>   |
| <b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>   |  |   |
| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>   | <b>STUDENT LEARNING TASK</b>   | <b>DOK TARGET</b><br><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>• Introduce pieces of music that represent various time periods, cultures, styles and genres.</li> <li>• Introduce articulations for a specific style of music and practice new articulations. Teacher demonstrates the right way and the wrong way to perform them.</li> <li>• Compare and contrast listening examples of music from different time periods.</li> <li>• Identify the specific band instruments used in different time periods.</li> </ul> | <ul style="list-style-type: none"> <li>• Learn about new styles and genres of music through repertoire.</li> <li>• Listen to recordings and perform repertoire from various time periods, cultures, styles and genres.</li> <li>• Practice and perform articulations appropriate to a specific style of music.</li> <li>• Compare and contrast two or more different styles of music.</li> <li>• Listen and identify specific instruments used in recordings from different time periods.</li> </ul> | <p>1, 2, and 3</p>  |
| <b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>   |  |   |
| <b>ASSESSMENT DESCRIPTION</b>   | <b>FORMATIVE OR SUMMATIVE?</b>   | <b>DOK TARGET</b><br><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |



|  |                                   |                |
|--|-----------------------------------|----------------|
| <ul style="list-style-type: none"> <li>• Teacher observes student growth daily in class.</li> <li>• Group Discussions on genre and style.</li> <li>• Students apply concepts while playing in class.</li> <li>• Teacher listens and assesses students performing individually and in small groups within the classroom setting.</li> </ul> | <p>Formative</p> <p>Summative</p> | <p>1, 2, 3</p> |
|--|-----------------------------------|----------------|

**HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?**

*Possible Interventions*

| TEACHER INSTRUCTIONAL ACTIVITY   | STUDENT LEARNING TASK  | DOK TARGET<br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|--|--|--|
| <ul style="list-style-type: none"> <li>• Work one-on-one with a student as time allows.</li> <li>• Teacher can continue to reteach and review new concepts, techniques and vocabulary with the class.</li> <li>• Pair student with a high-achieving musician.</li> </ul> | <ul style="list-style-type: none"> <li>• Work with a partner to discuss characteristics of genres and styles.</li> <li>• Increase practice outside of school.</li> </ul> | <p>1, 2, 3</p>   |

**HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?**

*Possible Extensions/Enrichments*

| INSTRUCTIONAL ACTIVITY/METHOD | STUDENT LEARNING TASK | DOK TARGET<br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|-------------------------------|-----------------------|--|
|                               |                       |  |

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| <ul style="list-style-type: none"> <li>• Have students work in small groups on a historical project that features one composer from a specific time period.</li> <li>• Have students create a list of songs they know from each genre</li> </ul> | <ul style="list-style-type: none"> <li>• Present historical project to the class.</li> <li>• Write a brief description of a memory they have associated with a song and how it makes them feel when they listen to it.</li> </ul> | 1, 2, 3, 4 |
|--|---|------------|

**PROFICIENCY SCALES FOR THIS STANDARD**

| <b>STANDARD:</b> Develop and Apply the Knowledge and Skills to Understand Musical Genres, Styles, and Stylistic Practices |   |  |
|---|---|--|
| <b>SCORE</b>  | <b>DESCRIPTION</b>  | <b>SAMPLE TASKS</b>  |
| <b>4.0</b>  | <b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.</b>   | <ul style="list-style-type: none"> <li>• Attend a live concert or cultural event and write a brief description of the musical elements used in performance.</li> </ul> |
| <b>3.5</b>  | In addition to score 3.0 performance, in-depth inferences and applications with partial success.  |  |
| <b>3.0</b>  | <p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>• Identify characteristics of selected styles of music.</li> <li>• Perform a varied repertoire of music from different time periods that incorporates diverse cultures, genres and styles.</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p> | <ul style="list-style-type: none"> <li>• Consistently perform music of various genres and styles and incorporate the elements of music in your playing.</li> </ul>     |
| <b>2.5</b>  | No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content   |  |

|                   |   |  |
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| <p><b>2.0</b></p> | <p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● Recognizes or recalls specific terminology, such as:<br/>Genre, Style, Culture, Secular, Sacred, Multicultural music, American, and Patriotic</li> <li>● Performs basic processes, such as:<br/>With help, identify band instruments used in listening examples.</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p> | <ul style="list-style-type: none"> <li>● Recall terminology</li> <li>● Infrequently demonstrate some but not all of the basic characteristics of each genre or style during rehearsal and/or performance.</li> </ul> |
| <p><b>1.5</b></p> | <p>Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content</p>   |  |
| <p><b>1.0</b></p> | <p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>   |  |
| <p><b>LND</b></p> | <p><b>Even with help, no understanding or skill demonstrated.</b></p>   |  |

| <b>OBJECTIVE # 2</b>   | Develop and Apply the Knowledge and Skills to Understand Music’s Role and Function in Various Cultures and Careers in Music   |   |
|--|---|---|
| <b>REFERENCES/STANDARDS</b><br><i>i.e. GLE/CLE/MLS/NGSS</i>  | <ul style="list-style-type: none"> <li>HCC1C 5-6, HCC1D 5-6</li> </ul>  |   |
| <b>WHAT SHOULD STUDENTS...</b>   |   |   |
| <b>UNDERSTAND?</b><br><i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>   | <b>KNOW?</b><br><i>Facts, Names, Dates, Places, Information,</i><br><i>ACADEMIC VOCABULARY</i>  | <b>BE ABLE TO DO?</b><br><i>Skills; Products</i>  |
| <ul style="list-style-type: none"> <li>Music plays an important role in society’s culture.</li> <li>By attending live performances, you are supporting and appreciating the arts and its community and culture.</li> <li>Appropriate listening behavior is expected by all audience members at live concerts.</li> <li>There is a wide range of jobs and careers within the field of music.</li> </ul> | <ul style="list-style-type: none"> <li>Live Performance</li> <li>Culture</li> <li>Secular</li> <li>Sacred</li> <li>Multicultural music</li> <li>American</li> <li>Patriotic</li> <li>Career</li> </ul>  | <ul style="list-style-type: none"> <li>Describe the function of music in various settings and cultural events.</li> <li>Demonstrate appropriate concert etiquette.</li> <li>Write brief descriptions about musical experiences and/or live concerts.</li> <li>Describe different jobs and careers in the field of music.</li> </ul> |
| <b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>  |   |   |
| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>  | <b>STUDENT LEARNING TASK</b>  | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)   |
| <ul style="list-style-type: none"> <li>Introduce repertoire and listening examples of different cultures.</li> <li>Discuss expectations for appropriate concert etiquette.</li> </ul>  | <ul style="list-style-type: none"> <li>Compare and contrast listening examples from different cultures.</li> <li>Attend a live music performance and practice appropriate concert etiquette.</li> </ul> | 1, 2, 3, 4  |

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| <ul style="list-style-type: none"> <li>● Have students attend a live music performance.</li> <li>● Have students write a brief description of the live music performance.</li> <li>● Invite guest musicians to class.</li> </ul>                    | <ul style="list-style-type: none"> <li>● Write a brief description of the live performance.</li> <li>● Listen to and ask questions of a guest musician.</li> </ul>   |   |
| <b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>   |  |   |
| <b>ASSESSMENT DESCRIPTION</b>   | <b>FORMATIVE OR SUMMATIVE?</b>   | <b>DOK TARGET</b><br><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Group discussion of the function of music in a cultural event.</li> <li>● Observe student behavior at a live performance.</li> <li>● Graded written assessments.</li> </ul> | <p>Formative</p> <p>Summative</p>  | 1, 2, 3, 4  |
| <b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b><br><br><i>Possible Interventions</i>   |  |   |
| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>   | <b>STUDENT LEARNING TASK</b>   | <b>DOK TARGET</b><br><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>● Demonstrate appropriate and inappropriate behavior at a live performance.</li> <li>● Practice and review musical genres and styles.</li> <li>● Review careers in music</li> </ul>                          | <ul style="list-style-type: none"> <li>● Practice and discuss appropriate and inappropriate behavior at a live performance.</li> <li>● Review skills and vocabulary in small groups.</li> <li>● Make a list of careers in music</li> </ul> | 1, 2, 3,  |

**HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?**

*Possible Extensions/Enrichments*

| INSTRUCTIONAL ACTIVITY/METHOD   | STUDENT LEARNING TASK  | DOK TARGET<br><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|---|--|--|
| <ul style="list-style-type: none"> <li>Have the class create a list of expectations for appropriate concert etiquette.</li> <li>Have students write a report on a specific music career.</li> </ul> | <ul style="list-style-type: none"> <li>Present list of expectations for appropriate concert etiquette at the next school concert.</li> <li>Present report on a specific music career.</li> </ul> | 1, 2, 3, 4   |

**PROFICIENCY SCALES FOR THIS STANDARD**

| STANDARD: |  |   |
|-----------|--|---|
| SCORE     | DESCRIPTION  | SAMPLE TASKS  |
| 4.0       | <b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.</b>  | <ul style="list-style-type: none"> <li>Students</li> </ul>  |
| 3.5       | In addition to score 3.0 performance, in-depth inferences and applications with partial success.   |   |
| 3.0       | <b>The student will:</b> <ul style="list-style-type: none"> <li>Describe the function of music in various settings and cultural events.</li> <li>Demonstrate appropriate concert etiquette.</li> <li>Write brief descriptions about musical experiences and/or live concerts.</li> <li>Describe different jobs and careers in the field of music.</li> </ul> | <ul style="list-style-type: none"> <li>Students will consistently demonstrate appropriate listening behavior expected at live concerts.</li> <li>Students will complete writing assessments on the wide range of jobs and careers within the field of music.</li> </ul> |

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|            | <b>The student exhibits no major errors or omissions.</b>   |   |
| <b>2.5</b> | No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content   |   |
| <b>2.0</b> | <p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● Recognizes or recalls specific terminology, such as:<br/>Live Performance, Culture, Secular, Sacred, Multicultural music, American, Patriotic, and Career</li> <li>● Performs basic processes, such as: <ul style="list-style-type: none"> <li>○ Demonstrate some but not all of the expectations of appropriate concert etiquette</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p> | <ul style="list-style-type: none"> <li>● Recall some terminology</li> </ul> |
| <b>1.5</b> | Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content  |   |
| <b>1.0</b> | <b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>  |   |
| <b>LND</b> | <b>Even with help, no understanding or skill demonstrated.</b>  |   |



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|---|--|
| <b>CONTENT AREA:</b> Instrumental Music                     | <b>UNIT TITLE:</b> Interdisciplinary Connections |
| <b>COURSE:</b> 5 <sup>th</sup> & 6 <sup>th</sup> Grade Band | <b>UNIT DURATION:</b> Ongoing                    |

|  |   |
|--|---|
| <b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b> <ul style="list-style-type: none"> <li>• Teacher Direction</li> <li>• Repertoire</li> <li>• Supplemental Materials/Resources</li> </ul>                          | <b>BIG IDEA(S):</b> <ul style="list-style-type: none"> <li>• Understand relationships between music, the other arts and disciplines outside the arts.</li> <li>• Model skills and concepts through attendance at formal and informal performances.</li> </ul> |
| <b>ENDURING UNDERSTANDINGS:</b> <ul style="list-style-type: none"> <li>• Develop and apply knowledge and skills to understand the relationships between music, the other arts and disciplines outside the arts.</li> </ul> | <b>ESSENTIAL QUESTIONS:</b> <ul style="list-style-type: none"> <li>• How is music similar to other art forms?</li> <li>• How is music different than other art forms?</li> </ul>  |

**WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?**

Standards, Concepts, Content, Skills, Products, Vocabulary

| <b>REFERENCE/STANDARD</b><br><i>i.e. GLE/CLE/MLS/NGSS</i> | <b>STANDARDS: Content specific standards that will be addressed in this unit.</b>   | <b>MAJOR STANDARD</b> | <b>SUPPORTING STANDARD</b> |
|---|---|-----------------------|----------------------------|
| GLE IC1A 5-6  | <b>Connections Between Music and Related Arts and Humanities:</b> Compare the meanings of terms used in the various arts, such as imagination, unity, repetition, or contrast. Compare in two or more arts how the characteristic materials of each art (sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art. Compare characteristics of two or more arts within a | X                     |                            |



|              |   |   |  |
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|              | particular historical period or style and cite examples from various cultures. Discuss ways that each of the arts can enhance understanding and communication globally  |   |  |
| GLE IC1B 5-6 | <b>Connections Between Music and Non-Arts Disciplines:</b> Describe ways in which the principles and subject matter of other disciplines are interrelated with those of music. Compare and contrast common terms used in music and other subject areas (e.g., tell how sound is created and relate this to wind instruments and percussion instruments). Compare and contrast patterns in music (e.g., sequence, ABA form, scale patterns) with patterns in mathematics. Explain the importance of group participation, perseverance, and commitment in musical and nonmusical settings. Describe the similarities between other subject areas and the arts, (e.g., talk about the relationships between interpreting music notation and interpreting written language) | X |  |

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| <b>OBJECTIVE # 1</b>  | Develop and Apply Knowledge and Skills to Understand the Relationships Between Music, the Other Arts and Disciplines Outside the Arts. |
| <b>REFERENCES/STANDARDS</b><br><i>i.e. GLE/CLE/MLS/NGSS</i> | <ul style="list-style-type: none"> <li>IC1A 5-6, IC1B 5-6</li> </ul>   |

| <b>WHAT SHOULD STUDENTS...</b>   |  |  |
|--|--|--|
| <b>UNDERSTAND?</b>   | <b>KNOW?</b>   | <b>BE ABLE TO DO?</b>  |
| <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>   | <i>Facts, Names, Dates, Places, Information,</i><br><br><i>ACADEMIC VOCABULARY</i>   | <i>Skills; Products</i>  |
| <ul style="list-style-type: none"> <li>The arts add value to society, enrich our cultures, and enhance understanding and communication across the globe.</li> <li>Individuals use the arts as an expressive outlet to transform events, scenes,</li> </ul> | <ul style="list-style-type: none"> <li>Arts</li> <li>Disciplines</li> <li>Culture</li> <li>Communication</li> <li>Imagination</li> </ul> | <ul style="list-style-type: none"> <li>Compare and contrast the various art forms.</li> <li>Describe characteristics used in both music and other art forms.</li> <li>Describe how music can relate to other subject areas.</li> </ul> |

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| <p>emotions, or ideas into works of art.</p> <ul style="list-style-type: none"> <li>• All the arts are related, but each has unique characteristics specific to that discipline.</li> <li>• It is important for all to experience group participation, perseverance, and commitment in music and non-music subjects.</li> <li>• Music and other arts can be related to life experiences.</li> </ul> | <ul style="list-style-type: none"> <li>• Unity</li> <li>• Repetition</li> <li>• Contrast</li> <li>• Materials</li> <li>• Music/Sound</li> <li>• Art/Visual Stimuli</li> <li>• Dance/Movement</li> <li>• Theatre/Interrelationships</li> </ul> | <ul style="list-style-type: none"> <li>• Transform one characteristic material from one art form into another.</li> </ul> |
|---|---|---|

**FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING**

| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>  | <b>STUDENT LEARNING TASK</b>  | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|--|---|---|
| <ul style="list-style-type: none"> <li>• Introduce music and another piece of art that are based on the same topic or subject.</li> <li>• Introduce music and another piece of art that were created in the same time period.</li> <li>• Introduce music that utilizes imagination.</li> </ul> | <ul style="list-style-type: none"> <li>• Listen to music and be exposed to art that are based on the same topic or subject.</li> <li>• Discussion on how personal experiences influence a composer’s music and the methods they use to convey their thoughts in their compositions.</li> <li>• Learn pieces of music that exemplifies the relationship between music and another art form.</li> </ul> | 1, 2, 3, 4  |

**HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?**

| <b>ASSESSMENT DESCRIPTION</b> | <b>FORMATIVE OR SUMMATIVE?</b> | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, |
|-------------------------------|--------------------------------|--|
|                               |                                |  |

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|  |  | 4=Extended Thinking)  |
| <ul style="list-style-type: none"> <li>Teacher observes student growth daily in class.</li> <li>Student evaluations through group discussions in class.</li> <li>Students apply concepts while playing in class.</li> <li>Teacher listens and assesses student understanding of the relationship between music and other art forms through informal discussions in class.</li> </ul>   | <p>Formative</p> <p>Summative</p>  | 1, 2, 3   |
| <b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b><br><i>Possible Interventions</i>  |  |   |
| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>  | <b>STUDENT LEARNING TASK</b>   | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>Work one-on-one with a student as time allows.</li> <li>Teacher can continue to reteach and review art forms and simplify characteristics of each with the class.</li> <li>Teacher-directed discussions on the simplified meanings of terms used in the various arts, such as imagination, unity, repetition, or contrast.</li> <li>Assign a worksheet where students have to match works of art with their simplified</li> </ul> | <ul style="list-style-type: none"> <li>Work with a partner to discuss characteristics of each art form.</li> <li>Compare and contrast two art forms in a brief written assignment.</li> <li>Complete matching worksheet for assessment.</li> </ul> | 1, 2, 3   |

| characteristics.   |   |   |
|--|---|---|
| <b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b><br><i>Possible Extensions/Enrichments</i>   |   |   |
| <b>INSTRUCTIONAL ACTIVITY/METHOD</b>   | <b>STUDENT LEARNING TASK</b>  | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>● Student-led discussions on the deeper meanings of terms used in the various arts, such as imagination, unity, repetition, or contrast.</li> <li>● Have students create a class worksheet where students have to match works of art with their characteristics.</li> </ul> | <ul style="list-style-type: none"> <li>● Present a research project on two or more different art forms to the class.</li> <li>● Write a brief compare and contrast essay on two or more arts within a particular historical period or style and cite examples from various cultures.</li> </ul> | 1, 2, 3, 4  |

# 7 and 8 Band



**Content Area: Instrumental Music**

**Course: 7<sup>th</sup> and 8<sup>th</sup> Grade Band**

**Unit Title: Product Performance**

**Unit Duration: Ongoing**

| <b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b> <ul style="list-style-type: none"> <li>● Method Books</li> <li>● Teacher Direction</li> <li>● Repertoire</li> </ul> |  | <b>BIG IDEA(S):</b> <ul style="list-style-type: none"> <li>● Perform and create music independently and with others.</li> <li>● Model learned musical skills and concepts through formal and informal performances.</li> </ul>  |                     |
|---|--|---|---------------------|
| <b>ENDURING UNDERSTANDINGS:</b> <ul style="list-style-type: none"> <li>● Develop and apply instrumental music skills to perform and communicate through the arts</li> </ul>   |  | <b>ESSENTIAL QUESTIONS:</b> <ul style="list-style-type: none"> <li>● How is music organized, created and notated?</li> <li>● How does rhythm function in music?</li> <li>● What is an appropriate playing posture and technique?</li> <li>● How are different cultures represented in music?</li> <li>● How can improvisation enhance notated music?</li> </ul> |                     |
| <b>WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?</b>  |  |   |                     |
| Standards, Concepts, Content, Skills, Products, Vocabulary  |  |   |                     |
| REFERENCE/STANDARD<br><i>i.e. GLE/CLE/MLS/NGSS</i>  | STANDARDS: Content specific standards that will be addressed in this unit.   | MAJOR STANDARD  | SUPPORTING STANDARD |
| GLE PP2A 6-8  | Demonstrate instrumental technique (e.g., fingerings, bowings, stickings, playing position, tone quality, *articulation) | X   |                     |

|              |  |   |   |
|--------------|--|---|---|
|              | Demonstrate instrument maintenance and care  |   |   |
| GLE PP2B 6-9 | Read and perform music notation at a —beginning to 2 grade-level (refer to glossary for Level of Difficulty)<br><br>Read and perform a short song/piece using effective expression and characteristic timbre | X |   |
| GLE PP2C 6-8 | Perform a varied repertoire of music representing diverse cultures, genres and styles<br><br>Apply stylistic elements needed to perform the music of various cultures, genres and styles                     | X |   |
| GLE PP2D 6-8 | Play by ear simple melodies on a melodic instrument or simple accompaniments on a harmonic instrument  |   | X |
| GLE PP2E 6-8 | Demonstrate characteristic timbre, tempo, and dynamics independently for group performance, responding expressively to the cues of the conductor   | X |   |
| GLE PP3A 6-8 | Improvise simple rhythmic variations in a consistent style and meter   |   | X |
| GLE PP4A 6-8 | Create or arrange a short song/piece or phrases using a variety of sound sources within specified guidelines   |   | X |

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| <b>OBJECTIVE # 1</b>   | Develop and Apply Playing Skills   |   |
| <b>REFERENCES/STANDARDS</b><br><i>i.e. GLE/CLE/MLS/NGSS</i>  | <ul style="list-style-type: none"> <li>PP2A 6-8, PP2B 6-8, PP2C 6-8, PP2D 6-8, PP2E 6-8</li> </ul>   |   |
| <b>WHAT SHOULD STUDENTS...</b>   |  |   |
| <b>UNDERSTAND?</b><br><br><i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>   | <b>KNOW?</b><br><br><i>Facts, Names, Dates, Places, Information,</i><br><br><i>ACADEMIC VOCABULARY</i>   | <b>BE ABLE TO DO?</b><br><br><i>Skills; Products</i>  |
| <ul style="list-style-type: none"> <li>Understand how to demonstrate instrumental technique (e.g., fingerings, bowings, stickings, playing position, tone quality, *articulation)</li> <li>Understand how to demonstrate instrument maintenance and care</li> <li>Read and perform music notation at a —beginning to 2 grade-level (refer to glossary for Level of Difficulty)</li> <li>Read and perform a short song/piece using effective expression and characteristic timbre</li> <li>Perform a varied repertoire of music representing diverse cultures, genres and styles</li> </ul> | <ul style="list-style-type: none"> <li>Pitch</li> <li>Rhythm</li> <li>Tempo</li> <li>Position/Grip/Posture</li> <li>Dynamics/Expression</li> <li>Tone/Timbre</li> <li>Articulation</li> <li>Style</li> </ul> | <ul style="list-style-type: none"> <li>Perform using appropriate posture and playing positions</li> <li>Demonstrate proper playing technique and use of proper fingering/sticking to produce accurate notes</li> <li>Perform rhythm’s accurately</li> <li>Care for and maintain instrument</li> <li>Perform music that is grade level “Beginning” up to grade level 2</li> <li>Demonstrate appropriate expressiveness in performance</li> <li>Perform using timbre that is appropriate for repertoire</li> <li>Perform with stylistic elements relevant to various repertoire</li> <li>Play simple melodies or simple accompaniments by ear on a melodic instrument</li> <li>Communicate appropriate tempo, timbre and</li> </ul> |

| <ul style="list-style-type: none"> <li>● Apply stylistic elements needed to perform the music of various cultures, genres and styles</li> <li>● Play by ear simple melodies on a melodic instrument or simple accompaniments on a harmonic instrument</li> <li>● Demonstrate characteristic timbre, tempo, and dynamics independently for group performance, responding expressively to the cues of the conductor</li> </ul>   |  | <p>dynamics through performance by responding to conductors cues</p>                            |
|--|--|---|
| <b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>  |  |   |
| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>  | <b>STUDENT LEARNING TASK</b>   | <b>DOK TARGET</b><br><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>● Model appropriate posture and playing positions, providing examples of correct and incorrect methods.</li> <li>● Use method books with technical exercises that introduce and reinforce proper playing technique (fingering, sticking).</li> <li>● Choose repertoire for performance that introduces and reinforces the use of various dynamics, expressive styles and timbre</li> <li>● Choose repertoire for performance that introduces and reinforces diverse cultures and genres of music</li> </ul> | <ul style="list-style-type: none"> <li>● <b>Perform using appropriate posture and playing position</b></li> <li>● <b>Perform technical exercises using proper playing technique</b></li> <li>● <b>Formally and informally perform various styles of music chosen by the director, demonstrating expressiveness, use of varying tempo, use of varying timbre and dynamics and use of appropriate stylistic elements appropriate for the diverse cultures and genres of music</b></li> </ul> | <p>1,2,3,4</p>  |



|   |  |   |
|---|--|---|
| <ul style="list-style-type: none"> <li>● Model expressive styles, diverse timbre and varying tempos in conducting cues for students to follow.</li> <li>● Students clap, count, sizzle and silent finger music to reinforce proper technique and rhythmic performance</li> </ul>  | <ul style="list-style-type: none"> <li>● <b>Follow conductors cues for expressiveness, varying tempos/timbre/dynamics</b></li> </ul> |   |
| <b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>   |  |   |
| <b>ASSESSMENT DESCRIPTION</b>   | <b>FORMATIVE OR SUMMATIVE?</b>   | <b>DOK TARGET</b><br><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>● Observe students in class, provides feedback to group or individuals based on observations</li> <li>● Listen to students individually, provide feedback, modeling appropriate technique</li> <li>● Record performances and have students reflect</li> <li>● Have students submit playing examples they record themselves for evaluations, provide feedback</li> <li>● Call and response with teacher modeling and students responding</li> </ul> | <p>Formative</p> <p>Summative</p>  | 1,2,3,4   |
| <b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b><br><br><i>Possible Interventions</i>   |  |   |
| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>   | <b>STUDENT LEARNING TASK</b>   | <b>DOK TARGET</b><br><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |

|   |  |         |
|---|--|---------|
| <ul style="list-style-type: none"> <li>● Isolate the area of concern, breaking down into smaller elements of pitch, tempo and rhythm</li> <li>● Provide additional modeling</li> <li>● Provide alternative listening examples via instructional videos and supplemental material</li> <li>● Facilitate opportunities for advanced students to assist struggling students</li> <li>● Provide opportunities for students to meet with instructor for additional assistance</li> <li>● Recommend private lessons.</li> </ul> | <ul style="list-style-type: none"> <li>● Retake playing tests</li> <li>● Increased practice at home</li> <li>● Seek additional assistance from instructor</li> <li>● Seek private instruction from a professional</li> </ul> | 1,2,3,4 |
|---|--|---------|

**HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?**

*Possible Extensions/Enrichments*

| <b>INSTRUCTIONAL ACTIVITY/METHOD</b>   | <b>STUDENT LEARNING TASK</b>  | <b>DOK TARGET</b><br><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|--|---|---|
| <ul style="list-style-type: none"> <li>● Provide opportunities for students to assist other students who are struggling</li> <li>● Provide students with higher grade level technique exercises</li> <li>● Provide students with additional opportunities to develop skills by auditioning for local honor ensembles or participating in local solo and small ensemble festival</li> <li>● Seek opportunities for solos and leadership positions in teacher chosen repertoire</li> </ul> | <ul style="list-style-type: none"> <li>● Helps peers who are struggling</li> <li>● Focuses on more difficult grade level repertoire</li> <li>● Audition for local honors ensemble</li> <li>● Perform in solo and small ensemble festival</li> </ul> | 1,2,3,4   |

**PROFICIENCY SCALES FOR THIS STANDARD**

| <b>STANDARD:</b> |  |  |
|------------------|--|--|
| <b>SCORE</b>     | <b>DESCRIPTION</b>   | <b>SAMPLE TASKS</b>  |
| <b>4.0</b>       | <b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.</b>  | <ul style="list-style-type: none"> <li>● Work ahead of the class in technique exercises or work on increased grade level music</li> <li>● Assist other students</li> <li>● Perform solo for class</li> <li>● Attend live performance and provide evaluation describing varying styles, genres, timbres, dynamics and expressiveness</li> </ul> |
| <b>3.5</b>       | In addition to score 3.0 performance, in-depth inferences and applications with partial success.   |  |
| <b>3.0</b>       | <p><b>The student:</b></p> <ul style="list-style-type: none"> <li>● Perform using appropriate posture and playing position</li> <li>● Perform technical exercises using proper playing technique</li> <li>● Formally and informally perform various styles of music chosen by the director, demonstrating expressiveness, use of varying tempo, use of varying timbre and dynamics and use of appropriate stylistic elements appropriate for the diverse cultures and genres of music</li> <li>● Follow conductors cues for expressiveness, varying tempos/timbre/dynamics</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p> | <ul style="list-style-type: none"> <li>● Perform grade level appropriate technique exercises from method book in prescribed amount of time</li> <li>● Perform teacher selected repertoire formally and informally</li> </ul>   |
| <b>2.5</b>       | No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content  |  |
| <b>2.0</b>       | <b>There are no major errors or omissions regarding the simpler details and processes as the</b>   | <ul style="list-style-type: none"> <li>● Recall terminology</li> <li>● Infrequently demonstrate some, but not all</li> </ul>   |

|     |   |  |
|-----|---|--|
|     | <p><b>student:</b></p> <ul style="list-style-type: none"> <li>● Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <li>○ Tempo, style, timbre, expression, counting rhythms</li> </ul> </li> <li>● Performs basic processes, such as: <ul style="list-style-type: none"> <li>○ Producing appropriate pitches</li> <li>○ Performs rhythms</li> <li>○ Use proper playing position and posture</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p> | playing abilities during rehearsal/performance |
| 1.5 | Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content  |  |
| 1.0 | <b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>  |  |
| LND | <b>Even with help, no understanding or skill demonstrated.</b>  |  |

|   |  |                       |
|---|--|-----------------------|
| <b>OBJECTIVE # 2</b>  | Develop and apply notation and improvisation skills                    |                       |
| <b>REFERENCES/STANDARDS</b><br><i>i.e. GLE/CLE/MLS/NGSS</i> | <ul style="list-style-type: none"> <li>● PP3A 6-8, PP4A 6-8</li> </ul> |                       |
| <b>WHAT SHOULD STUDENTS...</b>                              |  |                       |
| <b>UNDERSTAND?</b>  | <b>KNOW?</b>   | <b>BE ABLE TO DO?</b> |
| <i>Concepts; essential truths that give meaning to the</i>  |  |                       |

|  |   |  |
|--|---|--|
| <i>topic; ideas that transfer across situations.</i>   | <i>Facts, Names, Dates, Places, Information,<br/>ACADEMIC VOCABULARY</i>  | <i>Skills; Products</i>  |
| <ul style="list-style-type: none"> <li>● Understand how to Improvise simple rhythmic variations in a consistent style and meter</li> <li>● Understand specific guidelines that are used to create music</li> <li>● Understand how to Create or arrange a short song/piece or phrases using a variety of sound sources within specified guidelines</li> <li>● Understand that improvisation is creating a musical idea that is either new or is a variation of an idea that already exists</li> </ul> | <ul style="list-style-type: none"> <li>● Rhythm</li> <li>● Pitch</li> <li>● Notation</li> <li>● Style</li> <li>● Meter</li> <li>● Improvisation</li> <li>● Composition</li> <li>● Arranging</li> <li>● Form/Analysis</li> </ul> | <ul style="list-style-type: none"> <li>● Create new musical idea using improvisation</li> <li>● Create new music within specific guidelines</li> </ul> |

**FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING**

| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>  | <b>STUDENT LEARNING TASK</b>   | <b>DOK TARGET</b><br><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|--|--|---|
| <ul style="list-style-type: none"> <li>● <b>Provide instructional materials that require improvisation</b></li> <li>● <b>Provide opportunities for students to compose or arrange their own musical ideas</b></li> <li>● <b>Model correct examples of improvisation</b></li> <li>● <b>Provide listening examples of improvisation</b></li> </ul> | <ul style="list-style-type: none"> <li>● <b>Students responds to teacher or peer modeling with improvised musical idea in a call and response manner</b></li> <li>● <b>Listen to musical example either recorded or modeled and try to repeat the example using instrument</b></li> <li>● <b>Listen to musical example either</b></li> </ul> | 1,2,3,4   |

|  |   |   |
|--|---|---|
| <ul style="list-style-type: none"> <li>● Use music that has varying guidelines for composition like different meters, phrasing, tempos and styles</li> </ul>   | <p>recorded or modeled and create a musical idea that is a variation with instrument</p> <ul style="list-style-type: none"> <li>● Listen to different chords either performed on a piano or a recording and try to pick out specific notes of the chords</li> <li>● Either in small groups or individually create a new song/piece of music within specific guidelines</li> </ul> |   |
| <b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>  |   |   |
| <b>ASSESSMENT DESCRIPTION</b>  | <b>FORMATIVE OR SUMMATIVE?</b>  | <b>DOK TARGET</b><br><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>● Observe student performing in class</li> <li>● Individual playing tests</li> <li>● Submissions of written compositions or arrangements</li> <li>● Submissions of recorded compositions or arrangements</li> <li>● Students reflect on formal and informal performances</li> </ul> | <p>Formative</p> <p>Summative</p>   | 1,2,3,4   |
| <b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b><br><br><i>Possible Interventions</i>  |   |   |
| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>  | <b>STUDENT LEARNING TASK</b>  | <b>DOK TARGET</b><br><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking,                      |

|  |  |   |
|--|--|---|
|  |  | 4=Extended Thinking)  |
| <ul style="list-style-type: none"> <li>● Provide supplemental instruction in the form of additional method books that are specifically designed to teach composition or improvisation</li> <li>● Provide additional listening examples</li> <li>● Commission guest speakers/performers</li> <li>● Take students to live performances where improvisation is modeled</li> </ul> | <ul style="list-style-type: none"> <li>● Increased practice at home</li> <li>● Increased study of guidelines for musical composition using supplemental materials</li> <li>● Opportunity to re-submit after making adjustments based on feedback from instructor</li> <li>● Seek additional help from instructor outside of class time</li> <li>● Attend live performance or increased research into different listening examples</li> </ul> | 1,2,3,4   |
| <b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b><br><i>Possible Extensions/Enrichments</i>   |  |   |
| <b>INSTRUCTIONAL ACTIVITY/METHOD</b>   | <b>STUDENT LEARNING TASK</b>   | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>● Student can assist teacher with other students who are struggling</li> <li>● Student can compose or arrange a piece of music for the class to perform</li> <li>● Work ahead of the class with advanced supplemental materials that expand the knowledge of specified guidelines beyond the current grade level</li> </ul>             | <ul style="list-style-type: none"> <li>● Help other students</li> <li>● Compose or arrange music for the class to perform</li> <li>● Take private lessons for additional in-depth instruction into advanced methods</li> </ul>   | 1,2,3,4   |

**PROFICIENCY SCALES FOR THIS STANDARD**

| <b>STANDARD:</b> |   |  |
|------------------|---|--|
| <b>SCORE</b>     | <b>DESCRIPTION</b>  | <b>SAMPLE TASKS</b>  |
| <b>4.0</b>       | <b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.</b>   | •  |
| <b>3.5</b>       | In addition to score 3.0 performance, in-depth inferences and applications with partial success.  |  |
| <b>3.0</b>       | <p><b>The student:</b></p> <ul style="list-style-type: none"> <li>• Create new musical idea using improvisation</li> <li>• Create new music within specific guidelines</li> <li>• Perform music with varying styles, tempos, meters, timbres and expressiveness</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p> | <ul style="list-style-type: none"> <li>• <b>Students responds to teacher or peer modeling with improvised musical idea in a call and response manner</b></li> <li>• <b>Listen to musical example either recorded or modeled and try to repeat the example using instrument</b></li> <li>• <b>Listen to musical example either recorded or modeled and create a musical idea that is a variation with instrument</b></li> <li>• <b>Listen to different chords either performed on a piano or a recording and try to pick out specific notes of the chords</b></li> <li>• <b>Either in small groups or individually create a new song/piece of music within specific guidelines</b></li> </ul> |
| <b>2.5</b>       | No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content   |  |
| <b>2.0</b>       | <p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <li>o Rhythm</li> </ul> </li> </ul>   | <ul style="list-style-type: none"> <li>• Recall</li> <li>• Infrequently demonstrate some, but not all playing abilities during rehearsal/performance</li> </ul>  |



|            |  |  |
|------------|--|--|
|            | <ul style="list-style-type: none"> <li>o Pitch</li> <li>o Notation</li> <li>o Style</li> <li>o Meter</li> <li>o Improvisation</li> <li>o Composition</li> <li>o Arranging</li> <li>o Form/Analysis</li> <li>● Performs basic processes, such as: <ul style="list-style-type: none"> <li>o Improvisation of melodic or rhythmic passages with assistance</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p> |  |
| <b>1.5</b> | Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content   |  |
| <b>1.0</b> | <b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>   |  |
| <b>LND</b> | <b>Even with help, no understanding or skill demonstrated.</b>   |  |



**Content Area: Instrumental Music**

**Course: 7<sup>th</sup> and 8<sup>th</sup> Grade Band**

**Unit Title: Elements of Music**

**Unit Duration: Ongoing**

|  |   |  |                            |
|--|---|--|----------------------------|
| <b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b> <ul style="list-style-type: none"> <li>● Method Book</li> <li>● Teacher Direction</li> <li>● Repertoire</li> </ul> |   | <b>BIG IDEA(S):</b> <ul style="list-style-type: none"> <li>● Have an understanding of the vocabulary and notation of music</li> <li>● Model learned musical skills and concepts through formal and informal performances</li> </ul>  |                            |
| <b>ENDURING UNDERSTANDINGS:</b> <ul style="list-style-type: none"> <li>● Develop and apply knowledge and skills to read and notate music</li> </ul>                          |   | <b>ESSENTIAL QUESTIONS:</b> <ul style="list-style-type: none"> <li>● What symbols are used to represent the sounds in music?</li> <li>● ● How is music subdivided into sounds</li> <li>● ● How do time signatures impact note groupings in each musical measure?</li> <li>● ● What symbols or pictures can be used to notate music?</li> <li>● ● What symbols can be used for expression in music</li> <li>● ● What are symbols of expression?</li> <li>● ● How is musical form notated on the staff?</li> <li>● ● How can personal expression be demonstrated as it relates to musical notation?</li> <li>● ● How is music notated on the staff?</li> <li>● ● How can students describe what is heard in a piece of music?</li> </ul> |                            |
| <b>WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?</b>   |   |  |                            |
| Standards, Concepts, Content, Skills, Products, Vocabulary   |   |  |                            |
| <b>REFERENCE/STANDARD</b><br><br><i>i.e. GLE/CLE/MLS/NGSS</i>  | <b>STANDARDS: Content specific standards that will be addressed in this unit.</b> |  | <b>MAJOR STANDARD</b>      |
|  |   |  | <b>SUPPORTING STANDARD</b> |

|              |  |   |   |
|--------------|--|---|---|
| GLE EM1A 7-8 | Perform standard rhythmic notation in 2/4, ¾, 4/4 and 6/8 meter signature with bar lines using all rhythm and note values above                              | X |   |
| GLE EM1B 7-8 | Employ standard pitch notation in the clef appropriate to student’s instrument or voice in an appropriate range and *keys                                    | X |   |
| GLE EM1C 7-8 | Apply standard listed for General Music classes  |   | X |
| GLE EM1D 7-8 | Use standard notation for rhythm, pitch, and expressive elements to record musical ideas of 2 to 4 measures for instruments or voice (See Elements of Music) | X | X |
| GLE EM1E 7-8 | Sight read standard musical notation at level 2 difficulty [Level 2 –Easy; may include changes of tempo, *key, and meter; modest ranges]                     | X | X |

|   |  |
|---|--|
| <b>OBJECTIVE # 1</b>  | Develop and apply the knowledge and skills to read and notate music            |
| <b>REFERENCES/STANDARDS</b><br><i>i.e. GLE/CLE/MLS/NGSS</i> | <ul style="list-style-type: none"> <li>EM1A, EM1B, EM1C, EM1D, EM1E</li> </ul> |

| <b>WHAT SHOULD STUDENTS...</b>   |  |  |
|--|--|--|
| <b>UNDERSTAND?</b><br><i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>   | <b>KNOW?</b><br><i>Facts, Names, Dates, Places, Information,</i><br><b>ACADEMIC VOCABULARY</b>   | <b>BE ABLE TO DO?</b><br><i>Skills; Products</i>   |
| <ul style="list-style-type: none"> <li>Perform standard rhythmic notation in 2/4, ¾, 4/4 and 6/8 meter signature with bar lines using all rhythm and note values above</li> <li>Employ standard pitch notation in the clef appropriate to student’s instrument or voice</li> </ul> | <ul style="list-style-type: none"> <li>Pitch</li> <li>Rhythm</li> <li>Tempo</li> <li>Dynamics/Expression</li> <li>Tone/Timbre</li> </ul> | <ul style="list-style-type: none"> <li>Identify terms from Rhythmic Notation.</li> <li>Identify the number of counts in simple duple and triple time signatures.</li> <li>Count and clap a 4-bar phrase of rhythms that employ syncopation.</li> </ul> |

|   |   |   |
|---|---|---|
| <p>in an appropriate range and *keys</p> <ul style="list-style-type: none"> <li>● Use standard notation for rhythm, pitch, and expressive elements to record musical ideas of 2 to 4 measures for instruments or voice (See Elements of Music)</li> <li>● Sight read standard musical notation at level 2 difficulty [Level 2 –Easy; may include changes of tempo, *key, and meter; modest ranges]</li> </ul> | <ul style="list-style-type: none"> <li>● Articulation</li> <li>● Style</li> <li>● Notation</li> <li>● Sight-Reading</li> <li>● Identify standard symbols for dynamics, tempo and articulation</li> <li>● p for piano</li> <li>● f for forte</li> <li>● mp for mezzo piano, mf for mezzo forte</li> <li>● pp for pianissimo</li> <li>● ff for fortissimo</li> <li>● cresc or &lt;</li> <li>● for crescendo</li> <li>● decres or &gt; for decrescendo</li> <li>● dim for diminuendo</li> <li>● accelerando</li> <li>● ritardando</li> <li>● allegro</li> <li>● moderato</li> <li>● andante</li> <li>● largo</li> <li>● a tempo</li> <li>● Accent, fermata</li> <li>● Ties, slurs, staccato, legato</li> </ul> | <ul style="list-style-type: none"> <li>● Identify symbols for musical expression.</li> <li>● Read and notate rhythmic patterns presented by teacher.</li> <li>● Read and notate pitches on the appropriate staff involving all notes two ledger lines above and below the staff.</li> <li>● Read and notate dynamic symbols.</li> <li>● Sight read rhythmic patterns as an ensemble.</li> <li>● Sight read a combination of rhythmic and melodic patterns as an ensemble.</li> <li>● Play a musical example by themselves on sight without prior preparation</li> <li>● Recall names of music terminology</li> <li>● Identify standard musical notation via a written assignment</li> <li>● Demonstrate an understanding of musical notation through performance</li> </ul> |
|---|---|---|

**FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING**

| <b>TEACHER INSTRUCTIONAL ACTIVITY</b> | <b>STUDENT LEARNING TASK</b> | <b>DOK TARGET</b>  |
|---------------------------------------|------------------------------|--|
|                                       |                              | (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |

| <ul style="list-style-type: none"> <li>● <b>Model counting systems for rhythms</b></li> <li>● <b>Use silent play methods to reinforce note recognition i.e. sizzle and finger, sing, etc.</b></li> <li>● <b>Use method book to introduce and reinforce rhythmic and melodic reading exercises</b></li> <li>● <b>Use method book to introduce and reinforce varying standard symbols for expression, dynamics, tempo and articulation</b></li> <li>● <b>Use listening examples to reinforce and model standard symbols of expression</b></li> </ul> | <ul style="list-style-type: none"> <li>● Count and clap rhythms</li> <li>● Sizzle and finger melodic lines</li> <li>● Say aloud note names in rhythmic pattern, then incorporate fingers</li> <li>● Perform rhythmic and melodic lines with and without prior preparation</li> <li>● Perform music demonstrating standard symbols of expression, tempo, dynamic and articulation with and without prior preparation</li> <li>● Identify major key signatures</li> </ul> | 1, 2, and 3  |
|--|---|--|
| <b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>  |   |  |
| ASSESSMENT DESCRIPTION   | FORMATIVE OR SUMMATIVE?   | DOK TARGET<br><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>● Teacher observes student growth daily in class.</li> <li>● Students apply concepts while playing in class.</li> <li>● Teacher listens and assesses students performing individually and in small groups within the classroom setting.</li> <li>● Individual Playing Tests.</li> <li>● Teacher assesses student performances in small groups for correct melodies and rhythms with a steady pulse.</li> <li>● Teacher assess student performance in small</li> </ul>                                       | <p>Formative</p> <p>Summative</p>   | 1, 2, 3  |

|   |   |   |
|---|---|---|
| groups, large group and individually for accurate demonstration of standard symbols of expression, tempo, dynamics and articulation   |   |   |
| <b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b><br><i>Possible Interventions</i>   |   |   |
| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>   | <b>STUDENT LEARNING TASK</b>  | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>● Allow more time for individual testing.</li> <li>● Teacher can continue to reteach and review new concepts, techniques and vocabulary with the class.</li> <li>● Pair student with a high-achieving musician.</li> <li>● Recommend private lessons.</li> </ul> | <ul style="list-style-type: none"> <li>● Retake Individual Playing Tests.</li> <li>● Increase practice outside of school.</li> <li>● Attend private lessons from a professional.</li> </ul>   | 1, 2, 3   |
| <b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b><br><i>Possible Extensions/Enrichments</i>  |   |   |
| <b>INSTRUCTIONAL ACTIVITY/METHOD</b>  | <b>STUDENT LEARNING TASK</b>  | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>● Encourage students to work ahead individually on higher grade level exercises</li> <li>● Teacher can increase the level of difficulty for new concepts and techniques</li> <li>● Pair student with a struggling musician and</li> </ul>                        | <ul style="list-style-type: none"> <li>● Test ahead on Individual Playing tests.</li> <li>● Help teacher test other students.</li> <li>● Help other students</li> <li>● Model for the class while playing concert music as an example to others.</li> </ul> | 1, 2, 3   |

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| allow them to work with the student and model basic concepts.<br><ul style="list-style-type: none"> <li>Recommend Private lessons.</li> </ul> | <ul style="list-style-type: none"> <li>Attend private lessons from a professional.</li> </ul> |  |
|---|---|--|

**PROFICIENCY SCALES FOR THIS STANDARD**

| <b>STANDARD: Reading Standard Rhythmic Notation</b> |   |   |
|---|---|---|
| <b>SCORE</b>  | <b>DESCRIPTION</b>  | <b>SAMPLE TASKS</b>   |
| <b>4.0</b>  | <b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.</b>   | <ul style="list-style-type: none"> <li>Assist other students who are struggling</li> </ul>  |
| <b>3.5</b>  | In addition to score 3.0 performance, in-depth inferences and applications with partial success.  |   |
| <b>3.0</b>  | <p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>Perform using simple time signatures</li> <li>Perform using 6/8 time</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>   | <ul style="list-style-type: none"> <li>Perform musical selections in different time signatures</li> </ul>   |
| <b>2.5</b>  | No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content   |   |
| <b>2.0</b>  | <p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>Recognizes or recalls specific terminology, such as whole note/rest, quarter note/rest, half note/rest, eighth-note pairs, dotted half note, sixteenth notes, eighth note/rest, dotted quarter note/rest, 3 eighth notes beamed together in 6/8, syncopation</li> </ul> | <ul style="list-style-type: none"> <li>Recall terminology</li> <li>Infrequently demonstrate some but not all of the basic playing qualities during rehearsal and/or performance.</li> </ul> |

|     |  |  |
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|     | <ul style="list-style-type: none"> <li>Count and clap rhythms, silent play with fingerings (sizzle and finger)</li> </ul> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p> |  |
| 1.5 | Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content   |  |
| 1.0 | With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.  |  |
| LND | Even with help, no understanding or skill demonstrated.  |  |

**PROFICIENCY SCALES FOR THIS STANDARD**

| STANDARD: Reading Melodic Notation |   |  |
|------------------------------------|---|--|
| SCORE                              | DESCRIPTION   | SAMPLE TASKS   |
| 4.0                                | In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.  | <ul style="list-style-type: none"> <li>Assist other students</li> <li>Model accurate performance</li> </ul>            |
| 3.5                                | In addition to score 3.0 performance, in-depth inferences and applications with partial success.  |  |
| 3.0                                | <p>The student will:</p> <ul style="list-style-type: none"> <li>Perform using appropriate clef</li> <li>Perform using appropriate keys</li> </ul> | <ul style="list-style-type: none"> <li>Perform the classroom music using correct keys, clefs and fingerings</li> </ul> |



|            |  |   |
|------------|--|---|
|            | <ul style="list-style-type: none"> <li>Recognize notes and apply proper fingerings</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>   |   |
| <b>2.5</b> | No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content  |   |
| <b>2.0</b> | <p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>Recognize terminology such as clef, pitch, key signatures, note names and fingerings for the note names</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p> | <ul style="list-style-type: none"> <li>Recall terminology</li> <li>Infrequently demonstrate some but not all of the basic playing qualities during rehearsal and/or performance.</li> </ul> |
| <b>1.5</b> | Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content   |   |
| <b>1.0</b> | <b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>   |   |
| <b>LND</b> | <b>Even with help, no understanding or skill demonstrated.</b>   |   |

| STANDARD: Reading Symbols of Expression |  |   |
|---|--|---|
| SCORE                                   | DESCRIPTION  | SAMPLE TASKS  |
| 4.0                                     | In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.   | <ul style="list-style-type: none"> <li>Assist other students</li> <li>Model accurate performance</li> </ul>   |
| 3.5                                     | In addition to score 3.0 performance, in-depth inferences and applications with partial success.   |   |
| 3.0                                     | <p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>Perform proper dynamics</li> <li>Perform proper tempos</li> <li>Perform proper expressive symbols</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>   | <ul style="list-style-type: none"> <li>Prepare and perform concert music that utilizes varying dynamics, tempi and expressive symbols</li> </ul>  |
| 2.5                                     | No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content  |   |
| 2.0                                     | <p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>Recognizes or recalls specific terminology, such as: p for piano, f for forte, mp for mezzo piano, mf for mezzo forte, pp for pianissimo, ff for fortissimo, cresc. Or &amp;lt; for crescendo, decresc or &amp;gt; for decrescendo, dim for diminuendo, accelerando, ritardando, allegro, moderato, andante, a tempo, accent, fermata, ties, slurs, staccato and legato.</li> </ul> <ul style="list-style-type: none"> <li>Performs basic processes, such as:</li> </ul> | <ul style="list-style-type: none"> <li>Recall terminology</li> <li>Infrequently demonstrate some but not all of the basic playing qualities during rehearsal and/or performance.</li> </ul> |

|            |   |  |
|------------|---|--|
|            | <p>o Describe the purpose of listed music symbols</p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p> |  |
| <b>1.5</b> | Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content  |  |
| <b>1.0</b> | <b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>                                    |  |
| <b>LND</b> | <b>Even with help, no understanding or skill demonstrated.</b>  |  |

| <b>STANDARD: Notate rhythmic patterns and dynamic</b> |  |   |
|---|--|---|
| <b>SCORE</b>  | <b>DESCRIPTION</b>   | <b>SAMPLE TASKS</b>   |
| <b>4.0</b>  | <b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.</b>  | <ul style="list-style-type: none"> <li>• Assist other students</li> <li>• Compose new music</li> </ul>                        |
| <b>3.5</b>  | In addition to score 3.0 performance, in-depth inferences and applications with partial success.   |   |
| <b>3.0</b>  | <p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>• Notate Rhythmic Patterns</li> <li>• Notate dynamics</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p> | <ul style="list-style-type: none"> <li>• Prepare and perform music that has varying dynamics and rhythmic patterns</li> </ul> |

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| 2.5 | No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content   |   |
| 2.0 | <p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>Recognizes or recalls specific terminology, such as: 2/4, ¾ and 4/4 meter signature, whole note/rest, quarter note/rest, halfnote/rest, eighth-note pairs, dotted half note, sixteenth notes, p for piano, f for forte, mp for mezzo piano, mf for mezzo forte, cresc for crescendo, decresc for decrescendo, dim for diminuendo, eighth note/rest</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p> | <ul style="list-style-type: none"> <li>Recall terminology</li> <li>Infrequently demonstrate some but not all of the basic playing qualities during rehearsal and/or performance.</li> </ul> |
| 1.5 | Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content  |   |
| 1.0 | <b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>  |   |
| LND | <b>Even with help, no understanding or skill demonstrated.</b>  |   |

| <b>STANDARD: Independently interpret simple rhythmic and melodic notation at sight</b> |   |  |
|--|---|--|
| <b>SCORE</b>   | <b>DESCRIPTION</b>  | <b>SAMPLE TASKS</b>  |
| 4.0  | <b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.</b> | <ul style="list-style-type: none"> <li>Assist other students</li> <li>Sight read music of higher than grade level difficulty</li> </ul>  |
| 3.5  | In addition to score 3.0 performance, in-depth inferences and applications with partial success.      |  |
| 3.0  | <b>The student will:</b>  | <ul style="list-style-type: none"> <li>Introduce new musical exercises regularly for students to reinforce good sight reading</li> </ul> |

|            |   |   |
|------------|---|---|
|            | <ul style="list-style-type: none"> <li>Perform notes and rhythmic patterns without prior preparation (Sight Read)</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>   | practices.  |
| <b>2.5</b> | No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content   |   |
| <b>2.0</b> | <p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>Recognizes or recalls specific terminology, such as: 2/4, 3/4 and 4/4 meter signature, whole note/rest, quarter note/rest, halfnote/rest, eighth-note pairs, dotted half note, sixteenth notes, p for piano, f for forte, mp for mezzo piano, mf for mezzo forte, cresc for crescendo, decresc for decrescendo, dim for diminuendo, eighth note/rest</li> <li></li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p> | <ul style="list-style-type: none"> <li>Recall terminology</li> <li>Infrequently demonstrate some but not all of the basic playing qualities during rehearsal and/or performance.</li> </ul> |
| <b>1.5</b> | Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content  |   |
| <b>1.0</b> | <b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>  |   |
| <b>LND</b> | <b>Even with help, no understanding or skill demonstrated.</b>  |   |



**Content Area: Instrumental Music**  
**Course: 7<sup>th</sup> and 8<sup>th</sup> Grade Band**

**Unit Title: Artistic Perceptions**  
**Unit Duration: Ongoing**

|  |   |
|--|---|
| <p><b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b></p> <ul style="list-style-type: none"> <li>● Method Books</li> <li>● Teacher Direction</li> <li>● Repertoire</li> </ul> | <p><b>BIG IDEA(S):</b></p> <ul style="list-style-type: none"> <li>● The role of Form ins music</li> <li>● Evaluate music and musical performance</li> <li>● Origins of music and intended purpose/audience</li> </ul> |
|--|---|

|   |   |
|---|---|
| <p><b>ENDURING UNDERSTANDINGS:</b></p> <ul style="list-style-type: none"> <li>● Develop and apply skills and knowledge to evaluate music and musical performance</li> </ul> | <p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>● What role does musical form play in composition and performance of music?</li> <li>● Identify the different expressive qualities of musical example.</li> <li>● What are the origins or music?</li> <li>● What is the intended audience for different types of music?</li> <li>● Develop criteria for identifying quality and non-quality music</li> <li>● Develop an ability to self-assess music performance</li> </ul> |
|---|---|

**WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?**

Standards, Concepts, Content, Skills, Products, Vocabulary

| REFERENCE/STANDARD<br><i>i.e. GLE/CLE/MLS/NGSS</i> | STANDARDS: Content specific standards that will be addressed in this unit.   | MAJOR STANDARD | SUPPORTING STANDARD |
|--|--|----------------|---------------------|
| GLE AP1A 7-8                                       | Identify forms used in selected ensemble repertoire  | X              |                     |
| GLE AP1B 7-8                                       | Determine the musical means (source) and size of group of an aural example<br>Describe the musical expression (mood) of an aural example | X              |                     |

|   | Determine the order and organization of an aural example<br>Determine the possible origin of an aural example (e.g., location and time)<br>Characterize the use of music by its intended function (purpose) and its intended audience   |   |   |
|---|---|---|---|
| GLE AP2A 7-8  | Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements: tone quality, expression/phrasing, rhythmic accuracy, pitch accuracy, part acquisition, blend/balance, diction/articulation, style, posture/stage presence | X   |   |
| GLE AP2B 7-8  | Demonstrate the ability to distinguish between quality and non-quality performance through listening, performing, and self-assessment<br><br>Use musical terminology to describe their personal response to musical example   |   | X |
| <b>OBJECTIVE # 1</b>  | Develop and apply the knowledge and skills to listen to, analyze, and describe music and musical performance  |   |   |
| <b>REFERENCES/STANDARDS</b><br><br><i>i.e. GLE/CLE/MLS/NGSS</i>   | <ul style="list-style-type: none"> <li>AM1A, AM1B</li> </ul>  |   |   |
| WHAT SHOULD STUDENTS...   |   |   |   |
| UNDERSTAND?   | KNOW?   | BE ABLE TO DO?  |   |
| <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>  | <i>Facts, Names, Dates, Places, Information,</i><br><br><i>ACADEMIC VOCABULARY</i>  | <i>Skills; Products</i>   |   |
| <ul style="list-style-type: none"> <li>Identify forms used in selected ensemble repertoire</li> <li>Determine the musical means (source) and size of group of an aural example</li> <li>Describe the musical expression (mood) of an aural example</li> <li>Determine the order and organization of an aural example</li> </ul> | <ul style="list-style-type: none"> <li>AB/*binary</li> <li>ABA/*ternary</li> <li>Rondo</li> <li>first and second endings</li> <li>repeat signs</li> <li>Coda</li> </ul>   | <ul style="list-style-type: none"> <li>Listen to music and identify different types of forms</li> <li>Identify what is the purpose for specific types of music i.e. intended audience</li> <li>Identify the origin of music</li> <li>Prepare and perform classroom music using specific form guidelines such as repeats,</li> </ul> |   |

|   |  |   |
|---|--|---|
| <ul style="list-style-type: none"> <li>• Determine the possible origin of an aural example (e.g., location and time)</li> <li>• Characterize the use of music by its intended function (purpose) and its intended audience</li> </ul>   | <ul style="list-style-type: none"> <li>• two-part songs</li> <li>• theme and variation</li> <li>• DC/Fine → DS al coda/Fine</li> <li>• AABA/song form</li> <li>• Fugu</li> </ul>   | endings and codas   |
| <b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>   |  |   |
| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>   | <b>STUDENT LEARNING TASK</b>   | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>• Provide listening examples of different styles of forms.</li> <li>• Select music that varies in form, origin and intended audience</li> <li>• Choose repertoire for performance that introduces and reinforces diverse cultures and genres of music</li> <li>• Choose repertoire for performance that introduces and reinforces repeats, 1<sup>st</sup> and 2<sup>nd</sup> endings, codas</li> <li>• Students perform for their peers to evaluate</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Identify different forms by listening to music</b></li> <li>• <b>Perform music in different forms</b></li> <li>• <b>Perform music that utilizes repeats, 1<sup>st</sup> and 2<sup>nd</sup> endings and codas</b></li> <li>• <b>Recognize when music changes and define the change that occurred.</b></li> <li>• <b>Listen to peer performances and provide feedback</b></li> </ul> | 1,2,3,4   |
| <b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>   |  |   |
| <b>ASSESSMENT DESCRIPTION</b>   | <b>FORMATIVE OR SUMMATIVE?</b>   | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking,                      |



|   |  |   |
|---|--|---|
|   |  | 4=Extended Thinking)  |
| <ul style="list-style-type: none"> <li>● Observe students in class, provides feedback to group or individuals based on observations</li> <li>● Listen to students individually, provide feedback, modeling appropriate technique</li> <li>● Record performances and have students reflect</li> <li>● Have students submit playing examples they record themselves for evaluations, provide feedback</li> <li>● Call and response with teacher modeling and students responding</li> </ul> | Formative<br>Summative   | 1,2,3,4   |
| <b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b><br><i>Possible Interventions</i>   |  |   |
| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>   | <b>STUDENT LEARNING TASK</b>   | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>● Isolate the area of concern, breaking down into smaller elements of form</li> <li>● Provide additional modeling</li> <li>● Provide alternative listening examples via instructional videos and supplemental material</li> <li>● Facilitate opportunities for advanced students to assist struggling students</li> <li>● Provide opportunities for students to meet</li> </ul>  | <ul style="list-style-type: none"> <li>● Retake playing tests</li> <li>● Increased practice at home</li> <li>● Seek additional assistance from instructor</li> <li>● Seek private instruction from a professional</li> </ul> | 1,2,3,4   |

| with instructor for additional assistance<br><ul style="list-style-type: none"> <li>Recommend private lessons.</li> </ul>  |   |  |
|--|---|--|
| <b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b><br><i>Possible Extensions/Enrichments</i>   |   |  |
| <b>INSTRUCTIONAL ACTIVITY/METHOD</b>   | <b>STUDENT LEARNING TASK</b>  | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking,<br>4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>Provide opportunities for students to assist other students who are struggling</li> <li>Provide students with higher grade level form and analysis exercises</li> <li></li> </ul> | <ul style="list-style-type: none"> <li>Helps peers who are struggling</li> <li>Focuses on more difficult grade level exercises and advanced concepts</li> <li>Attend live performance and evaluate music performed</li> </ul> | 1,2,3,4  |

**PROFICIENCY SCALES FOR THIS STANDARD**

| <b>STANDARD:</b> |  |  |
|------------------|--|--|
| <b>SCORE</b>     | <b>DESCRIPTION</b>   | <b>SAMPLE TASKS</b>  |
| <b>4.0</b>       | <b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.</b>  | <ul style="list-style-type: none"> <li>● Compose music with varying form</li> <li>● Provide critique for peers</li> </ul>  |
| <b>3.5</b>       | In addition to score 3.0 performance, in-depth inferences and applications with partial success.   |  |
| <b>3.0</b>       | <p><b>The student:</b></p> <ul style="list-style-type: none"> <li>● Recognize and identify changes in music in relation to form</li> <li>● Identify different sections of a composition</li> <li>● Recognize and accurately perform repeats signs and endings</li> <li>● Recognize and accurately perform coda</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>   | <ul style="list-style-type: none"> <li>● Prepare a perform music in class with varying forms</li> <li>● Prepare and perform music in class that has repeats signs, different endings and coda</li> </ul> |
| <b>2.5</b>       | No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content  |  |
| <b>2.0</b>       | <p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● Recognizes or recalls specific terminology, such as: AB , ABA, Canon, Ostinati, Verse/refrain, Repeat Sign, Partner Songs, Rondo,First and Second Endings, Blues, Coda, Theme and variation , DC/Fine, DS alcoda/ Fine coda, fine</li> <li>● Performs basic processes, such as:               <ul style="list-style-type: none"> <li>o Listen and discuss musical opposites</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p> | <ul style="list-style-type: none"> <li>● Recall terminology</li> <li>● Infrequently demonstrate some, but not all playing abilities during rehearsal/performance</li> </ul>                              |
| <b>1.5</b>       | Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content   |  |

|            |  |  |
|------------|--|--|
| <b>1.0</b> | <b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b> |  |
| <b>LND</b> | <b>Even with help, no understanding or skill demonstrated.</b>   |  |

|   |   |
|---|---|
| <b>OBJECTIVE # 2</b>  | Develop and apply knowledge and skills to listen to, analyze, and describe musical characteristics, events, and descriptors |
| <b>REFERENCES/STANDARDS</b><br><i>i.e. GLE/CLE/MLS/NGSS</i> | <ul style="list-style-type: none"> <li>• AP2A</li> </ul>  |

**WHAT SHOULD STUDENTS...**

| <b>UNDERSTAND?</b>  | <b>KNOW?</b>  | <b>BE ABLE TO DO?</b>   |
|---|---|---|
| <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>  | <i>Facts, Names, Dates, Places, Information,<br/><br/>ACADEMIC VOCABULARY</i>   | <i>Skills; Products</i>   |
| <ul style="list-style-type: none"> <li>• Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements: tone quality, expression/phrasing, rhythmic accuracy, pitch accuracy, part acquisition, blend/balance, diction/articulation, style, posture/stage presence</li> </ul> | <ul style="list-style-type: none"> <li>• Form/Analysis</li> <li>• Tone quality</li> <li>• Expression/phrasing</li> <li>• Rhythmic Accuracy</li> <li>• Pitch Accuracy</li> <li>• Part acquisition</li> <li>• Blend/balance</li> <li>• Diction/Articulation</li> <li>• Style</li> <li>• Posture/Stage PResence</li> </ul> | <ul style="list-style-type: none"> <li>• Recognize the difference between quality and non-quality performance</li> <li>• Use a criteria of musical elements to describe the difference between quality and non-quality performance</li> <li>• Self – asses personal perfrmance</li> </ul> |

**FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING**

| TEACHER INSTRUCTIONAL ACTIVITY  | STUDENT LEARNING TASK  | DOK TARGET<br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|---|--|--|
| <ul style="list-style-type: none"> <li>● Provide instructional materials that introduce and reinforce the musical elements to use for distinguishing between quality and non-quality performance</li> <li>● Model examples of quality and non-quality performance</li> <li>● Provide listening examples of quality and non-quality performance</li> </ul> | <ul style="list-style-type: none"> <li>● Identify proper and improper tone quality</li> <li>● Identify proper and improper expression/phrasing</li> <li>● Identify proper and improper rhythmic and pitch accuracy</li> <li>● Identify proper and improper Part acquisition and balance/blende</li> <li>● Identify proper and improper diction/articulation, style</li> <li>● Identify proper and improper posture/stage presence</li> </ul> | 1,2,3,4  |

**HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?**

| ASSESSMENT DESCRIPTION   | FORMATIVE OR SUMMATIVE?           | DOK TARGET<br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|--|-----------------------------------|--|
| <ul style="list-style-type: none"> <li>● Observe student performing in class</li> <li>● Individual playing tests</li> <li>● Submissions of written compositions or arrangements</li> <li>● Submissions of recorded compositions or arrangements</li> <li>● Students reflect on formal and informal performances</li> </ul> | <p>Formative</p> <p>Summative</p> | 1,2,3,4  |

**HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?**

*Possible Interventions*

| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>   | <b>STUDENT LEARNING TASK</b>   | <b>DOK TARGET</b><br><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|---|--|---|
| <ul style="list-style-type: none"> <li>● Provide supplemental materials for additional study</li> <li>● Provide additional listening examples</li> <li>● Commission guest speakers/performers</li> <li>● Take students to live performances where improvisation is modeled</li> <li>● Provide opportunity for additional instruction outside of class time</li> </ul> | <ul style="list-style-type: none"> <li>● Increased practice at home</li> <li>● Increased study of guidelines for musical composition using supplemental materials</li> <li>● Opportunity to re-submit after making adjustments based on feedback from instructor</li> <li>● Seek additional help from instructor outside of class time</li> <li>● Attend live performance or increased research into different listening examples</li> </ul> | 1,2,3,4   |

**HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?**

*Possible Extensions/Enrichments*

| <b>INSTRUCTIONAL ACTIVITY/METHOD</b>  | <b>STUDENT LEARNING TASK</b>   | <b>DOK TARGET</b><br><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|---|--|---|
| <ul style="list-style-type: none"> <li>● Student can assist teacher with other students who are struggling</li> <li>● Student can perform additional materials for</li> </ul> | <ul style="list-style-type: none"> <li>● Help other students</li> <li>● Perform additional music</li> <li>● Take private lessons for additional in-</li> </ul> | 1,2,3,4   |

|   |   |  |
|---|---|--|
| the class to evaluate <ul style="list-style-type: none"> <li>• Work ahead of the class with advanced supplemental materials that expand the knowledge of specified guidelines beyond the current grade level</li> </ul> | depth instruction into advanced methods |  |
|---|---|--|

**PROFICIENCY SCALES FOR THIS STANDARD**

| <b>STANDARD:</b> |   |   |
|------------------|---|---|
| <b>SCORE</b>     | <b>DESCRIPTION</b>  | <b>SAMPLE TASKS</b>   |
| <b>4.0</b>       | <b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.</b>   | •   |
| <b>3.5</b>       | In addition to score 3.0 performance, in-depth inferences and applications with partial success.  |   |
| <b>3.0</b>       | <b>The student:</b> <ul style="list-style-type: none"> <li>• Recognize and identify quality and non-quality performance</li> <li>• Use criteria of musical elements to describe differences</li> </ul> <b>The student exhibits no major errors or omissions.</b>  | <ul style="list-style-type: none"> <li>• <b>Listening to and evaluating various musical performance</b></li> <li>• <b>Performing for peers and engaging in peer evaluation</b></li> </ul> |
| <b>2.5</b>       | No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content   |   |
| <b>2.0</b>       | <b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>• Define the terminology: Form and analysis, tone quality, rhythmic accuracy, pitch accuracy, part acquisition, balance/blend, diction/articulation, stage presence</li> <li>• Perform basic processes such as:               <ul style="list-style-type: none"> <li>○ Identify inaccuracy in performance</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Recall</li> <li>• Infrequently demonstrate some, but not all playing abilities during rehearsal/performance</li> </ul>                           |

|     |   |  |
|-----|---|--|
|     | However, the student exhibits major errors or omissions regarding the more complex ideas and processes.                           |  |
| 1.5 | Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content                                      |  |
| 1.0 | With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes. |  |
| LND | Even with help, no understanding or skill demonstrated.   |  |



**Content Area: Instrumental Music**  
**Course: 7<sup>th</sup> and 8<sup>th</sup> Grade Band**

**Unit Title: Interdisciplinary Connections**  
**Unit Duration: Ongoing**

|  |   |
|--|---|
| <b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b>  | <b>BIG IDEA(S):</b>   |
| <ul style="list-style-type: none"> <li>● Method Book</li> <li>● Teacher Direction</li> <li>● Repertoire</li> </ul>   | <ul style="list-style-type: none"> <li>● Making connections between music and non-arts disciplines</li> <li>● Making connections between music and related arts and humanities</li> </ul> |
| <b>ENDURING UNDERSTANDINGS:</b>  | <b>ESSENTIAL QUESTIONS:</b>   |
| <ul style="list-style-type: none"> <li>● Develop and apply the knowledge and skills to understand the relationships between music, the other arts, and disciplines outside the arts</li> </ul> | <ul style="list-style-type: none"> <li>● What are the similarities and differences between music and other subjects</li> </ul>  |
| <b>WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?</b>   |   |
| Standards, Concepts, Content, Skills, Products, Vocabulary   |   |



| REFERENCE/STANDARD<br><i>i.e. GLE/CLE/MLS/NGSS</i>   | STANDARDS: Content specific standards that will be addressed in this unit.   | MAJOR STANDARD                                       | SUPPORTING STANDARD |
|--|--|--|---------------------|
| GLE IC 1A 7-8  | <p>Compare in two or more arts how the characteristic materials of each art (sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art</p> <p>Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures</p> <p>Discuss ways that each of the arts can enhance understanding and communication globally</p> | X  | X                   |
| GLE 1B 7-8   | <p>Describe ways in which the principles and subject matter of other disciplines are interrelated with those of music</p> <p>Explain the importance of group participation, perseverance, and commitment in musical and nonmusical settings.</p> <p>Describe the similarities between other subject areas and the arts, (e.g., talk about the relationships between interpreting music notation and interpreting written language)</p>   | X  | X                   |
| <b>OBJECTIVE # 1</b>   | <b>Develop and apply the knowledge and skills to understand the relationships between music, the other arts, and disciplines outside the arts</b>  |  |                     |
| REFERENCES/STANDARDS<br><i>i.e. GLE/CLE/MLS/NGSS</i>   | IC1A, IC1B   |  |                     |
| <b>WHAT SHOULD STUDENTS...</b>   |  |  |                     |
| <b>UNDERSTAND?</b><br><br><i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i> | <b>KNOW?</b><br><br><i>Facts, Names, Dates, Places, Information,</i>   | <b>BE ABLE TO DO?</b><br><br><i>Skills; Products</i> |                     |

|  |   |   |
|--|---|---|
|  | <i>ACADEMIC VOCABULARY</i>  |   |
| <ul style="list-style-type: none"> <li>• Students will use previously learned vocabulary, from prior grade levels, when comparing and contrasting art and music pieces.</li> <li>• Students will identify ways in which the principles and subject matter of other disciplines are interrelated with those of music</li> <li>• Students will relate ideas learned or discussed in music to other situations in life (e.g. learn a song about imagination and talk about how imagination can help you in many ways)</li> <li>• Students will discuss ways that each of the arts can enhance understanding and communication globally</li> </ul> | <ul style="list-style-type: none"> <li>• Arts</li> <li>• Principles</li> <li>• Disciplines</li> <li>• Imagination</li> <li>• Unity</li> <li>• Repetition</li> <li>• Compare</li> <li>• Contrast</li> <li>• Characteristic Materials of each Art:</li> <li>• Music – Sound</li> <li>• Art - Visual Stimuli</li> <li>• Dance – Movement</li> <li>• Theater - Human</li> <li>• Interrelationships</li> </ul> | <p>Compare and contrast art and music pieces by using previously learned vocabulary.</p> <p>Use grade level appropriate terms to describe how music can relate with other subjects</p> <p>Use grade level appropriate language to describe terms used in both music and other subject areas</p> <p>Transform one characteristic material from one art form into another</p> |

**FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING**

| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>  | <b>STUDENT LEARNING TASK</b>   | <b>DOK TARGET</b>  |
|--|--|--|
|  |  | (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>• <b>Utilize songs and other art forms with similar topics, e.g. rivers, twinkling stars</b></li> <li>• <b>Utilize songs and writing excerpts to distinguish between music notation and written language</b></li> <li>• <b>Utilize songs, speech pieces, and other</b></li> </ul> | <ul style="list-style-type: none"> <li>• Listen to and learn songs which have corresponding art pieces of the same topic.</li> <li>• Discussions on how a composer and artist are presenting their thoughts about the same topic.</li> </ul> | 1, 2, and 3  |

|   |  |   |
|---|--|---|
| <p><b>activities that show the relationship of music and other disciplines</b></p> <ul style="list-style-type: none"> <li>● <b>Utilize songs, speech pieces, and other activities that show the use of imagination</b></li> </ul> | <ul style="list-style-type: none"> <li>● Listen to and learn songs that demonstrate the relationship between music and other subject areas</li> <li>● Learn the relationship of music and other subject areas</li> </ul> |   |
| <b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>   |  |   |
| <b>ASSESSMENT DESCRIPTION</b>   | <b>FORMATIVE OR SUMMATIVE?</b>   | <b>DOK TARGET</b><br><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>● Observe classroom activities</li> <li>● Group discussions</li> <li>● Provide listening examples that connect music to different origins significant to other disciplines</li> </ul>      | <p>Formative</p> <p>Summative</p>  | 1, 2, 3   |
| <b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b><br><br><i>Possible Interventions</i>   |  |   |
| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>   | <b>STUDENT LEARNING TASK</b>   | <b>DOK TARGET</b><br><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>● Allow more time for individual testing.</li> <li>● Teacher can continue to reteach and review new concepts, techniques and vocabulary with the class.</li> </ul>                         | <ul style="list-style-type: none"> <li>● Continued study using supplemental materials</li> <li>● Seek additional time with instructor outside of class for further discussion</li> </ul>                                 | 1, 2, 3   |

|  |   |   |
|--|---|---|
| <ul style="list-style-type: none"> <li>● Connect students through group discussions</li> <li>● Provide additional listening examples</li> </ul>  | <ul style="list-style-type: none"> <li>● Increase practice outside of school.</li> </ul>  |   |
| <b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b><br><i>Possible Extensions/Enrichments</i>   |   |   |
| <b>INSTRUCTIONAL ACTIVITY/METHOD</b>   | <b>STUDENT LEARNING TASK</b>  | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>● Pair student with a struggling student and allow them to help a peer gain understanding</li> <li>● Have them prepare a presentation to the class concerning interdisciplinary connections.</li> </ul> | <ul style="list-style-type: none"> <li>● Helping students in the class</li> <li>● Presenting examples of interdisciplinary connections</li> </ul> | 1, 2, 3   |

**PROFICIENCY SCALES FOR THIS STANDARD**

|   |   |   |
|---|---|---|
| <b>STANDARD: Reading Standard Rhythmic Notation</b> |   |   |
| <b>SCORE</b>  | <b>DESCRIPTION</b>  | <b>SAMPLE TASKS</b>   |
| <b>4.0</b>  | <b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.</b> | <ul style="list-style-type: none"> <li>● Assist other students who are struggling</li> <li>● Expand to researching additional advanced interdisciplinary connections</li> </ul> |

|     |   |   |
|-----|---|---|
|     |   |   |
| 3.5 | In addition to score 3.0 performance, in-depth inferences and applications with partial success.  |   |
| 3.0 | <p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast art and music pieces by using previously learned vocabulary.</li> <li>• Use grade level appropriate terms to describe how music can relate with other subjects</li> <li>• Use grade level appropriate language to describe terms used in both music and other subject areas</li> <li>• Transform one characteristic material from one art form into another</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>   | <ul style="list-style-type: none"> <li>• Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures</li> <li>• Discuss the relationships between interpreting music notation and interpreting written language</li> </ul> |
| 2.5 | No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content   |   |
| 2.0 | <p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <li>○ Arts, Principles, Disciplines, Imagination, Unity, Repetition, Compare, Contrast, Characteristic Materials of each Art: <ul style="list-style-type: none"> <li>▪ Music – Sound</li> <li>▪ Art - Visual Stimuli</li> <li>▪ Dance – Movement</li> <li>▪ Theater – Human Interrelationships</li> </ul> </li> </ul> </li> <li>• With help, compare and contrast art and music pieces</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p> | <ul style="list-style-type: none"> <li>• Recall terminology</li> <li>• Infrequently demonstrate some but not all of the basic playing qualities during rehearsal and/or performance.</li> </ul>   |
| 1.5 | Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content  |   |

|     |   |  |
|-----|---|--|
| 1.0 | With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes. |  |
| LND | Even with help, no understanding or skill demonstrated.   |  |



**Content Area: Instrumental Music**  
**Course: 7<sup>th</sup> and 8<sup>th</sup> Grade Band**

**Unit Title: Historical and Cultural Context**  
**Unit Duration: Ongoing**

| <b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b>   |   | <b>BIG IDEA(S):</b>   |                     |
|---|---|---|---------------------|
| <ul style="list-style-type: none"> <li>● Method Books</li> <li>● Teacher Direction</li> <li>● Repertoire</li> </ul>                         |   | <ul style="list-style-type: none"> <li>● Different styles and genres of music</li> <li>● Historical and cultural effect on music</li> </ul>   |                     |
| <b>ENDURING UNDERSTANDINGS:</b>   |   | <b>ESSENTIAL QUESTIONS:</b>   |                     |
| <ul style="list-style-type: none"> <li>● Develop and apply the knowledge and skills to understand works of art in time and place</li> </ul> |   | <ul style="list-style-type: none"> <li>● How is music different based on historical period or culture</li> <li>● What are the different styles and genres of music</li> <li>● How does the origin or intended audience effect the style of music</li> <li>● What is music's role/function in different cultures and historical periods</li> </ul> |                     |
| <b>WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?</b>  |   |   |                     |
| Standards, Concepts, Content, Skills, Products, Vocabulary  |   |   |                     |
| REFERENCE/STANDARD  | STANDARDS: Content specific standards that will be addressed in this unit.                                | MAJOR STANDARD  | SUPPORTING STANDARD |
| <i>i.e. GLE/CLE/MLS/NGSS</i>  |   |   |                     |
| GLE HCC1A 6-8   | Identify genre or style from various historical periods through listening to selected ensemble repertoire | X   | X                   |

| GLE HCC1B 6-8  | Conclude possible origin and/or historical period of an aural example by applying artistic perceptions to selected musical examples                                  | X   | X |
|--|--|---|---|
| GLE HCC1C 6-8  | Describe the function of music in various settings and cultural events<br>Attend and describe live musical experiences   | X   | X |
| GLE HCC1D 6-8  | Compare and contrast a variety of music and music-related vocations and avocations   |   | X |
| <b>OBJECTIVE # 1</b>   | Develop and apply the knowledge and skills to understand music's role and function in various cultures, and careers in music.  |   |   |
| <b>REFERENCES/STANDARDS</b><br><i>i.e. GLE/CLE/MLS/NGSS</i>  | <ul style="list-style-type: none"> <li>HCC1A, HCC1B</li> </ul>   |   |   |
| <b>WHAT SHOULD STUDENTS...</b>   |  |   |   |
| <b>UNDERSTAND?</b><br><i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>   | <b>KNOW?</b><br><i>Facts, Names, Dates, Places, Information,</i><br><br><i>ACADEMIC VOCABULARY</i>   | <b>BE ABLE TO DO?</b><br><br><i>Skills; Products</i>  |   |
| <ul style="list-style-type: none"> <li>Students will identify characteristics of teacher selected genres or styles and describe how elements of music are utilized in a variety of historical music periods</li> </ul> | <ul style="list-style-type: none"> <li>Genre</li> <li>Style</li> <li>Secular</li> <li>Sacred</li> <li>Multicultural music</li> <li>Historic Music Periods</li> </ul> | <ul style="list-style-type: none"> <li>Students will learn the traits of selected styles of music</li> <li>Describe the function of music in various historical periods, settings, and cultural events</li> <li>Students will perform music from various historical periods, settings, and cultural events</li> </ul> |   |
| <b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>  |  |   |   |
| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>  | <b>STUDENT LEARNING TASK</b>   | <b>DOK TARGET</b><br><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)   |   |

|  |   |         |
|--|---|---------|
| <ul style="list-style-type: none"> <li>● Utilize instrumental music that demonstrates different styles and musical traits</li> <li>● Utilize listening examples that are popular of different genres of music</li> <li>● Identify the types of characteristic instruments used to perform each genre of music</li> </ul> | <ul style="list-style-type: none"> <li>● Students will learn various genres of music</li> <li>● Students will learn and play music to learn how elements of music are used in various styles of music.</li> <li>● Students will identify (visually and aurally) the different characteristic instruments found in each genre</li> </ul> | 1,2,3,4 |
|--|---|---------|

**HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?**

| <b>ASSESSMENT DESCRIPTION</b>  | <b>FORMATIVE OR SUMMATIVE?</b> | <b>DOK TARGET</b><br><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|--|--------------------------------|---|
| <ul style="list-style-type: none"> <li>● Teacher listens for musical growth through informal discussions in class.</li> <li>● Compare/contrast styles</li> <li>● Students are evaluated through group discussions and responses to questions as teacher listens and observes for growth in musical elements used in various styles.</li> </ul> | Formative<br><br>Summative     | 1,2,3,4   |

**HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?**

*Possible Interventions*

| <b>TEACHER INSTRUCTIONAL ACTIVITY</b> | <b>STUDENT LEARNING TASK</b> | <b>DOK TARGET</b><br><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|---------------------------------------|------------------------------|---|
|---------------------------------------|------------------------------|---|



| <ul style="list-style-type: none"> <li>● Work one on one with student as time allows</li> <li>● Practice and reteach whole group, breaking down vocabulary/skill</li> <li>● Modify songs and musical examples by using short, simple examples</li> </ul> | <ul style="list-style-type: none"> <li>● Work with partner to share and discuss examples</li> <li>● Work with partner, discussing characteristics of styles</li> </ul>  | 1,2,3,4   |
|--|---|---|
| <p><b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b></p> <p><i>Possible Extensions/Enrichments</i></p>  |   |   |
| <b>INSTRUCTIONAL ACTIVITY/METHOD</b>   | <b>STUDENT LEARNING TASK</b>  | <b>DOK TARGET</b><br><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>● Guide students through a timeline of historical periods in music</li> <li>● Assign report on the musical characteristics of a particular culture</li> </ul>   | <ul style="list-style-type: none"> <li>● Students create a timeline of historical periods in music and feature 1-2 composers per time period</li> <li>● Complete a report on the musical characteristics of a specific culture</li> </ul> | 1,2,3,4   |

**PROFICIENCY SCALES FOR THIS STANDARD**

| <b>STANDARD:</b> |   |   |
|------------------|---|---|
| <b>SCORE</b>     | <b>DESCRIPTION</b>  | <b>SAMPLE TASKS</b>   |
| <b>4.0</b>       | <b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.</b>   | <ul style="list-style-type: none"> <li>Students visit a cultural event where music is utilized and provide a brief description of musical elements used in the culture</li> </ul>     |
| <b>3.5</b>       | In addition to score 3.0 performance, in-depth inferences and applications with partial success.  |   |
| <b>3.0</b>       | <p><b>The student:</b></p> <ul style="list-style-type: none"> <li>Students will learn the traits of selected styles of music</li> <li>Describe the function of music in various settings and cultural events</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>  | <ul style="list-style-type: none"> <li>Students will identify characteristics of teacher selected genres or styles and describe how elements of music are utilized in each</li> </ul> |
| <b>2.5</b>       | No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content   |   |
| <b>2.0</b>       | <p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>Recognizes or recalls specific terminology, such as:               <ul style="list-style-type: none"> <li>Genre, Style, Secular, Sacred, Multicultural music, Historic Music Periods</li> </ul> </li> <li>Performs basic processes, such as:               <ul style="list-style-type: none"> <li>with help, identify instruments used in various settings and cultural events</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p> | <ul style="list-style-type: none"> <li>Recall terminology</li> </ul>  |
| <b>1.5</b>       | Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content  |   |

|            |  |  |
|------------|--|--|
| <b>1.0</b> | <b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b> |  |
| <b>LND</b> | <b>Even with help, no understanding or skill demonstrated.</b>   |  |

|   |   |
|---|---|
| <b>OBJECTIVE # 2</b>  | Develop and apply the knowledge and skills to understand music's role and function in various cultures, and careers in music. |
| <b>REFERENCES/STANDARDS</b><br><i>i.e. GLE/CLE/MLS/NGSS</i> | <ul style="list-style-type: none"> <li>HHC1C6, HHC1D6</li> </ul>  |

**WHAT SHOULD STUDENTS...**

| <b>UNDERSTAND?</b>   | <b>KNOW?</b>  | <b>BE ABLE TO DO?</b>  |
|--|---|--|
| <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>   | <i>Facts, Names, Dates, Places, Information,</i><br><br><i>ACADEMIC VOCABULARY</i>  | <i>Skills; Products</i>  |
| <ul style="list-style-type: none"> <li>Students will describe the function of music in various settings and cultural events</li> <li>Students will understand differing listening behaviors and what a musical experience for a particular genre would be like.</li> <li>Students will understand that people earn a living through music and that education and musical skills are requirements for that career.</li> </ul> | <ul style="list-style-type: none"> <li>Cultural Settings</li> <li>Musical Experience</li> <li>Secular</li> <li>Sacred</li> <li>Multicultural Music</li> <li>Career</li> </ul> | <ul style="list-style-type: none"> <li>Describe the function of music in various settings and cultural events</li> <li>Discuss and demonstrate appropriate listening behavior for various types of performances</li> <li>Document understanding of musical experiences.</li> <li>Compare and contrast a variety of musical careers.</li> </ul> |

**FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING**

| <b>TEACHER INSTRUCTIONAL ACTIVITY</b> | <b>STUDENT LEARNING TASK</b> | <b>DOK TARGET</b>                                 |
|---------------------------------------|------------------------------|---|
|                                       |                              | (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, |

|  |   |   |
|--|---|---|
|  |   | 4=Extended Thinking)  |
| <ul style="list-style-type: none"> <li>Utilize music and musical examples used in various events and cultures.</li> <li>Demonstrate and practice best concert behavior.</li> <li>Have students experience a live musical performance</li> <li>Invite a guest musician or student teacher to speak</li> </ul>                   | <ul style="list-style-type: none"> <li>Listen to and learn songs used at particular events and in various cultures.</li> <li>Watch or attend a musical concert to observe best concert behavior.</li> <li>Listen to and ask questions of a guest musician or student teacher</li> </ul> | 1,2,3,4   |
| <b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>  |   |   |
| <b>ASSESSMENT DESCRIPTION</b>  | <b>FORMATIVE OR SUMMATIVE?</b>  | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>Informal discussion of how and why certain music is performed at particular events</li> <li>Observation</li> <li>Compare/contrast appropriate concert behavior</li> <li>Compare/ contrast different musical performances and the role of the observer and overall experience</li> </ul> | Formative<br><br>Summative  | 1,2,3,4   |
| <b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>   |   |   |
| <i>Possible Interventions</i>  |   |   |
| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>  | <b>STUDENT LEARNING TASK</b>  | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>Demonstrate inappropriate use of music at an event and explain why</li> </ul>   | <ul style="list-style-type: none"> <li>Role play</li> <li>Work with partner to discuss roles of</li> </ul>  | 1,2,3,4   |

| <ul style="list-style-type: none"> <li>● Practice appropriate and inappropriate concert behavior</li> <li>● Work one on one with student as time allows.</li> <li>● Practice and reteach whole group, breaking down vocabulary and skill.</li> </ul>                    | composer and conductor   |   |
|---|--|---|
| <b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b><br><i>Possible Extensions/Enrichments</i>  |  |   |
| <b>INSTRUCTIONAL ACTIVITY/METHOD</b>  | <b>STUDENT LEARNING TASK</b>   | <b>DOK TARGET</b><br><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>● Help students create an event and choose music for that event.</li> <li>● Write a list of concert rules.</li> <li>● Provide students opportunity to be a conductor</li> <li>● Interview a musician or music teacher</li> </ul> | <ul style="list-style-type: none"> <li>● Students role play their event with the music.</li> <li>● Students present concert rule list during their concert</li> <li>● Students will conduct the group a short melody or rhythm</li> <li>● Report findings of interview to the class</li> </ul> | 1,2,3,4   |

**PROFICIENCY SCALES FOR THIS STANDARD**

| <b>STANDARD:</b> |   |  |
|------------------|---|--|
| <b>SCORE</b>     | <b>DESCRIPTION</b>  | <b>SAMPLE TASKS</b>  |
| <b>4.0</b>       | <b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.</b>   | <ul style="list-style-type: none"> <li>• Students shadow someone in a music career and report findings of day to the class</li> </ul>  |
| <b>3.5</b>       | In addition to score 3.0 performance, in-depth inferences and applications with partial success.  |  |
| <b>3.0</b>       | <p><b>The student:</b></p> <ul style="list-style-type: none"> <li>• Describe the function of music in various settings and cultural events.</li> <li>• Discuss and demonstrate appropriate listening behavior for various types of performances.</li> <li>• Document understanding of musical experiences.</li> <li>• Compare and contrast a variety of musical careers.</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>  | <ul style="list-style-type: none"> <li>• Students will understand differing listening behaviors and what a musical experience for a particular genre would be like.</li> <li>• Students will understand that people earn a living through music and that education and musical skills are requirements for that career.</li> </ul> |
| <b>2.5</b>       | No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content   |  |
| <b>2.0</b>       | <p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <li>o Cultural Settings, Musical Experience, Secular, Sacred, Multicultural Music, American/ Patriotic, Opera, Ballet, Career</li> </ul> </li> <li>• Performs basic processes, such as: <ul style="list-style-type: none"> <li>o Demonstrate appropriate listening behavior in the classroom</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p> | <ul style="list-style-type: none"> <li>• Recall terminology</li> </ul>   |

|     |  |  |
|-----|--|--|
|     |  |  |
| 1.5 | Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content   |  |
| 1.0 | <b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b> |  |
| LND | <b>Even with help, no understanding or skill demonstrated.</b>   |  |



**CONTENT AREA:** Instrumental Music - Jazz

**COURSE:** 7<sup>th</sup> & 8<sup>th</sup> Grade Band

**UNIT TITLE:** Artistic Perceptions

**UNIT DURATION:** Ongoing

|   |  |
|---|--|
| <p><b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b></p> <ul style="list-style-type: none"> <li>● Method Book</li> <li>● Teacher Direction</li> <li>● Repertoire</li> </ul>   | <p><b>BIG IDEA(S):</b></p> <ul style="list-style-type: none"> <li>● Evaluate music and be able to describe the key elements of a composition</li> <li>● Identify quality or non quality performances of music</li> </ul>   |
| <p><b>ENDURING UNDERSTANDINGS:</b></p> <ul style="list-style-type: none"> <li>● Develop and apply the knowledge and skills to listen to, analyze, and describe music and musical performance</li> <li>● Develop and apply the knowledge and skills to evaluate music and musical performance</li> </ul> | <p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>● What does “form” mean as related to a piece of music?</li> <li>● What are the essential parts of a musical composition?</li> <li>● What elements combine to create a quality musical performance?</li> </ul> |
| <p><b>WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?</b></p>   |  |
| <p>Standards, Concepts, Content, Skills, Products, Vocabulary</p>   |  |

| REFERENCE/STANDARD<br><i>i.e. GLE/CLE/MLS/NGSS</i> | STANDARDS: Content specific standards that will be addressed in this unit.   | MAJOR STANDARD | SUPPORTING STANDARD |
|--|--|----------------|---------------------|
| GLE AP1A 6-8                                       | Identify and analyze forms and composition techniques AB/*binary ABA/*ternary rondo first and second endings repeat signs coda two-part songs theme and variation DC/Fine DS al coda/Fine AABA/song form fugue   | X              |                     |
| GLE AP1B 6-8                                       | <p>Determine the musical means (source) and size of group of an aural example</p> <p>Describe the musical expression (mood) of an aural example</p> <p>Determine the order and organization of an aural example</p> <p>Determine the possible origin of an aural example (e.g., location and time)</p> <p>Characterize the use of music by its intended function (purpose) and its intended audience</p> | X              |                     |
| GLE AP2A 6-8                                       | Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements: tone quality expression/phrasing rhythmic accuracy pitch accuracy part acquisition blend/balance diction/articulation style posture/stage presence  | X              |                     |
| GLE AP2B 6-8                                       | Demonstrate the ability to distinguish between quality and non-quality performance through listening, performing, self-assessment, and offer suggestions for improvement   |                | X                   |



|   |   |   |
|---|---|---|
| <b>OBJECTIVE # 1</b>  | Develop and apply the knowledge and skills to listen to, analyze, and describe music and musical performance  |   |
| <b>REFERENCES/STANDARDS</b><br><i>i.e. GLE/CLE/MLS/NGSS</i>   | <ul style="list-style-type: none"> <li>GLE AP1A 6-8, GLE AP1B 6-8</li> </ul>  |   |
| <b>WHAT SHOULD STUDENTS...</b>  |   |   |
| <b>UNDERSTAND?</b><br><i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>  | <b>KNOW?</b><br><i>Facts, Names, Dates, Places, Information,</i><br><br><i>ACADEMIC VOCABULARY</i>  | <b>BE ABLE TO DO?</b><br><br><i>Skills; Products</i>  |
| <ul style="list-style-type: none"> <li>Various musical forms and compositional techniques</li> <li>Aurally identify various elements of a band's performance</li> </ul> | <ul style="list-style-type: none"> <li>Identify and analyze forms and composition techniques: AB/*binary, ABA/*ternary, rondo, first and second endings, repeat signs, coda, two-part songs, theme and variation, DC/Fine, DS al coda/Fine, AABA/song form, fugue</li> <li>Determine the musical means (source) and size of group of an aural example</li> <li>Describe the musical expression (mood) of an aural example</li> <li>Determine the order and organization of an aural example</li> <li>Determine the possible origin of an aural example (e.g., location and time)</li> </ul> | <ul style="list-style-type: none"> <li>Describe/define musical forms</li> <li>Understand compositional techniques</li> <li>Identify the form of programmed music</li> </ul> |

|  |  |   |
|--|--|---|
|  | <ul style="list-style-type: none"> <li>Characterize the use of music by its intended function (purpose) and its intended audience</li> </ul>   |   |
| <b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>  |  |   |
| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>  | <b>STUDENT LEARNING TASK</b>   | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>Utilize music of varying forms to convey the differences in forms.</li> <li>Model different forms for the students.</li> <li>Listen to recordings/videos of professional groups playing different forms.</li> </ul> | <ul style="list-style-type: none"> <li>Listen, learn and play music and warm-up exercises with varying forms</li> <li>Identify music and warm-up exercises with varying forms</li> </ul> | 1,2,3   |
|  |  |   |
|  |  |   |
| <b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>  |  |   |
| <b>ASSESSMENT DESCRIPTION</b>  | <b>FORMATIVE OR SUMMATIVE?</b>   | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>Teacher observation in individual and large group settings</li> <li>Students recording their playing</li> <li>Written assessments</li> </ul>  | Formative<br><br>Summative   | 1,2,3   |
| <b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>   |  |   |
| <i>Possible Interventions</i>  |  |   |

| TEACHER INSTRUCTIONAL ACTIVITY  | STUDENT LEARNING TASK   | DOK TARGET<br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|---|---|--|
| <ul style="list-style-type: none"> <li>● One on one work</li> <li>● Practice plans</li> <li>● Re-address on other repertoire</li> <li>● Supplemental exercises</li> </ul>             | <ul style="list-style-type: none"> <li>● Self assessment</li> <li>● At home practice</li> <li>● Written description of a recorded model</li> </ul>  | 1,2,3  |
| <p><b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b></p> <p><i>Possible Extensions/Enrichments</i></p>   |   |  |
| INSTRUCTIONAL ACTIVITY/METHOD   | STUDENT LEARNING TASK   | DOK TARGET<br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>● In class mentoring/modeling</li> <li>● Small group leading</li> <li>● Self recording/evaluation</li> <li>● Next level exploration</li> </ul> | <ul style="list-style-type: none"> <li>● Displaying appropriate items in class</li> <li>● Leading/teaching a small group</li> <li>● Self assessment to further their own deficiencies.</li> </ul> | 3,4  |

**PROFICIENCY SCALES FOR THIS STANDARD**

| <b>STANDARD:</b> Develop and apply the knowledge and skills to listen to, analyze, and describe music and musical performance |   |   |
|---|---|---|
| <b>SCORE</b>  | <b>DESCRIPTION</b>  | <b>SAMPLE TASKS</b>   |
| <b>4.0</b>  | <b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.</b>   | <ul style="list-style-type: none"> <li>● Use learned material to create various new forms of music</li> </ul>       |
| <b>3.5</b>  | In addition to score 3.0 performance, in-depth inferences and applications with partial success.  |   |
| <b>3.0</b>  | <p><b>The student:</b></p> <ul style="list-style-type: none"> <li>● Identify and analyze forms and composition techniques</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>   | <ul style="list-style-type: none"> <li>● Listening example analysis</li> <li>● Programmed music analysis</li> </ul> |
| <b>2.5</b>  | No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content   |   |
| <b>2.0</b>  | <p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● Recognizes or recalls specific terminology, such as:               <ul style="list-style-type: none"> <li>○ Form, composition</li> </ul> </li> <li>● Performs basic processes, such as:               <ul style="list-style-type: none"> <li>○ Identifying differences in varying musical sections</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p> | <ul style="list-style-type: none"> <li>● Recall terminology</li> </ul>  |

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|------------|--|--|
| <b>1.5</b> | Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content   |  |
| <b>1.0</b> | <b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b> |  |
| <b>LND</b> | <b>Even with help, no understanding or skill demonstrated.</b>   |  |

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|---|--|--|
| <b>OBJECTIVE # 2</b>  | Develop and apply the knowledge and skills to evaluate music and musical performance   |  |
| <b>REFERENCES/STANDARDS</b><br><i>i.e. GLE/CLE/MLS/NGSS</i>   | <ul style="list-style-type: none"> <li>AP1B 6-8, AP2B 6-8</li> </ul>   |  |
| <b>WHAT SHOULD STUDENTS...</b>  |  |  |
| <b>UNDERSTAND?</b><br><br><i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>                              | <b>KNOW?</b><br><br><i>Facts, Names, Dates, Places, Information,</i><br><br><i>ACADEMIC VOCABULARY</i>   | <b>BE ABLE TO DO?</b><br><br><i>Skills; Products</i>   |
| <ul style="list-style-type: none"> <li>Develop and apply the knowledge and skills to evaluate a quality or non-quality music and musical performance</li> </ul> | <ul style="list-style-type: none"> <li>The musical means (source) and size of group of an aural example</li> <li>The musical expression (mood) of an aural example</li> <li>The order and organization of an aural example</li> <li>The possible origin of an aural example (e.g., location and time)</li> </ul> | <ul style="list-style-type: none"> <li>Identify instruments of an ensemble</li> <li>Evaluate tone quality of an ensemble</li> <li>Suggest improvements to a non-quality performance</li> </ul> |

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|---|---|---|
|   | <ul style="list-style-type: none"> <li>Distinguish between quality and non-quality performance through listening, performing, self-assessment, and offer suggestions for improvement</li> </ul> |   |
| <b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>   |   |   |
| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>   | <b>STUDENT LEARNING TASK</b>  | <b>DOK TARGET</b><br><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>Teacher lead analysis of recorded music</li> <li>Written assignments</li> <li>Self-analysis of recorded performances</li> </ul>              | <ul style="list-style-type: none"> <li>Student analysis of similar music</li> <li>Identifying the elements of quality musical performance</li> </ul>  | 1,2,3,4   |
| <b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>   |   |   |
| <b>ASSESSMENT DESCRIPTION</b>   | <b>FORMATIVE OR SUMMATIVE?</b>  | <b>DOK TARGET</b><br><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>Teacher observation in individual and large group settings</li> <li>Students recording their playing</li> <li>Written assessments</li> </ul> | Formative<br><br>Assessment   | 1,2,3,4   |
| <b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>  |   |   |
| <i>Possible Interventions</i>   |   |   |
| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>   | <b>STUDENT LEARNING TASK</b>  | <b>DOK TARGET</b><br><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |

|   |   |   |
|---|---|---|
| <ul style="list-style-type: none"> <li>● One on one work</li> <li>● Practice plans</li> <li>● Re-address on other repertoire</li> <li>● Supplemental assignments</li> </ul>           | <ul style="list-style-type: none"> <li>● Self assessment</li> <li>● At home practice</li> <li>● Written description of a recorded model</li> </ul>  | 1,2,3,4   |
| <b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b><br><i>Possible Extensions/Enrichments</i>  |   |   |
| <b>INSTRUCTIONAL ACTIVITY/METHOD</b>  | <b>STUDENT LEARNING TASK</b>  | <b>DOK TARGET</b><br><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>● In class mentoring/modeling</li> <li>● Small group leading</li> <li>● Self recording/evaluation</li> <li>● Next level exploration</li> </ul> | <ul style="list-style-type: none"> <li>● Displaying appropriate items in class</li> <li>● Leading/teaching a small group</li> <li>● Self assessment to further their own deficiencies.</li> </ul> | 3,4   |

**PROFICIENCY SCALES FOR THIS STANDARD**

| <b>STANDARD:</b> Develop and apply the knowledge and skills to evaluate music and musical performance |  |  |
|---|--|--|
| <b>SCORE</b>  | <b>DESCRIPTION</b>   | <b>SAMPLE TASKS</b>  |
| <b>4.0</b>  | <b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.</b>  | <ul style="list-style-type: none"> <li>● Provide feedback and techniques to improve a non-quality performance</li> </ul>                     |
| <b>3.5</b>  | In addition to score 3.0 performance, in-depth inferences and applications with partial success.   |  |
| <b>3.0</b>  | <p><b>The student:</b></p> <ul style="list-style-type: none"> <li>● Evaluate a recorded musical performance as quality or non-quality using the appropriate elements and verbage</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>   | <ul style="list-style-type: none"> <li>● Analyzing recorded performances</li> <li>● Self-assessing recordings of our performances</li> </ul> |
| <b>2.5</b>  | No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content  |  |
| <b>2.0</b>  | <p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● Recognizes or recalls specific terminology, such as:               <ul style="list-style-type: none"> <li>○ Quality, non-quality</li> </ul> </li> <li>● Performs basic processes, such as:               <ul style="list-style-type: none"> <li>○ listening attentively to recorded music</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p> | <ul style="list-style-type: none"> <li>● Recall terminology</li> </ul>   |



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| 1.5 | Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content   |  |
| 1.0 | <b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b> |  |
| LND | Even with help, no understanding or skill demonstrated.  |  |



**CONTENT AREA:** Instrumental Music - Jazz

**COURSE:** 7<sup>th</sup> & 8<sup>th</sup> Grade Band

**UNIT TITLE:** Elements and Principles of Music

**UNIT DURATION:** Ongoing

|  |   |   |                            |
|--|---|---|----------------------------|
| <b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b>  |   | <b>BIG IDEA(S):</b>   |                            |
| <ul style="list-style-type: none"> <li>● Method Book</li> <li>● Teacher Direction</li> <li>● Repertoire</li> </ul> |   | <ul style="list-style-type: none"> <li>● Learn the basic and essential terminology to read music</li> <li>● Apply basic expressive terminology to programmed music</li> </ul> |                            |
| <b>ENDURING UNDERSTANDINGS:</b>  |   | <b>ESSENTIAL QUESTIONS:</b>   |                            |
| <ul style="list-style-type: none"> <li>● Develop and apply the knowledge to read and notate music</li> </ul>       |   | <ul style="list-style-type: none"> <li>● What are time signatures?</li> <li>● What are dynamics?</li> <li>● What are expressive markings in music?</li> </ul>                 |                            |
| <b>WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?</b>                           |   |   |                            |
| Standards, Concepts, Content, Skills, Products, Vocabulary   |   |   |                            |
| <b>REFERENCE/STANDARD</b>  | <b>STANDARDS:</b> Content specific standards that will be addressed in this unit. | <b>MAJOR STANDARD</b>   | <b>SUPPORTING STANDARD</b> |

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|------------------------------|---|---|--|
| <i>i.e. GLE/CLE/MLS/NGSS</i> |   |   |  |
| GLE EM1A 6-8                 | <p>Perform standard rhythmic notation in 2/4, ¾, 4/4 and 6/8 meter signature with bar lines</p> <p>Perform the following note/rest values:</p> <p>whole note/rest<br/> quarter note/rest<br/> half note/rest<br/> eighth-note pairs<br/> dotted half note<br/> sixteenth notes<br/> dotted quarter<br/> followed by eighth<br/> dotted quarter<br/> note/rest<br/> 3 eighth notes<br/> beamed together in<br/> 6/8<br/> syncopation</p> | X |  |
| GLE EM1B 6-8                 | Employ standard pitch notation in the clef appropriate to student’s instrument in an appropriate range and *keys  | X |  |
| GLE EM1C 6-8                 | Identify standard symbols for dynamics, tempo and articulation p for piano f for forte mp for mezzo piano mf for mezzo forte pp for pianissimo ff for fortissimo cresc or < for crescendo decres or > for decrescendo dim for diminuendo accelerando ritardando allegro moderato andante largo a tempo accent fermata ties slurs staccato legato  | X |  |

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| <b>OBJECTIVE # 1</b>   | <ul style="list-style-type: none"> <li>Develop and apply the knowledge to read and notate music</li> </ul>   |  |
| <b>REFERENCES/STANDARDS</b><br><br><i>i.e. GLE/CLE/MLS/NGSS</i>  | <ul style="list-style-type: none"> <li>EM1A 6-8, EM1B 6-8, EM1C 6-8</li> </ul>   |  |
| <b>WHAT SHOULD STUDENTS...</b>   |  |  |
| <b>UNDERSTAND?</b><br><br><i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>   | <b>KNOW?</b><br><br><i>Facts, Names, Dates, Places, Information,</i><br><br><b>ACADEMIC VOCABULARY</b>   | <b>BE ABLE TO DO?</b><br><br><i>Skills; Products</i>   |
| <ul style="list-style-type: none"> <li>Perform standard rhythmic notation in 2/4, ¾, 4/4 and 6/8 meter signature with bar lines</li> <li>Employ standard pitch notation in the clef appropriate to student’s instrument in an appropriate range and *keys <ul style="list-style-type: none"> <li>Identify standard symbols for dynamics, tempo and articulation</li> </ul> </li> <li>Sight read standard musical notation at level 2 difficulty [Level 2 –Easy; may include changes of tempo, *key, and meter; modest ranges]</li> </ul> | <ul style="list-style-type: none"> <li>whole note/rest<br/>quarter note/rest<br/>half note/rest eighth-note pairs<br/>dotted half note<br/>sixteenth notes<br/>dotted quarter followed by eighth<br/>dotted quarter note/rest</li> <li>p for piano, f for forte, mp for mezzo piano, mf for mezzo forte, pp for pianissimo, ff for fortissimo, cresc or &lt; for crescendo, decres or &gt; for decrescendo, dim for diminuendo, accelerando, ritardando, allegro moderato, andante, largo, a tempo, accent, fermata, ties, slurs, staccato,</li> </ul> | <ul style="list-style-type: none"> <li>Play grade .5 to 2 level music with correct interpretation of note values, pitches and expressive markings</li> </ul> |

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|  | legato  |   |  |
| <b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>  |   |   |  |
| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>  | <b>STUDENT LEARNING TASK</b>  | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |  |
| <ul style="list-style-type: none"> <li>Utilize music of varying note lengths and tempos to convey the differences in expressive styles.</li> <li>Model different note lengths and expressive styles for the students.</li> <li>Listen to recordings/videos of professional musicians playing different notes and expressive styles.</li> </ul> | <ul style="list-style-type: none"> <li>Listen, learn and play music and warm-up exercises while demonstrating differing note lengths, dynamics and tempos.</li> <li>Listen, learn and play music with dynamics, articulation and phrasing that communicate a given style in music.</li> </ul> | 1,2,3   |  |
|  |   |   |  |
|  |   |   |  |
| <b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>  |   |   |  |
| <b>ASSESSMENT DESCRIPTION</b>  | <b>FORMATIVE OR SUMMATIVE?</b>  | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |  |
| <ul style="list-style-type: none"> <li>Teacher observation in individual and large group settings</li> <li>Students recording their playing</li> <li>Written assessments</li> </ul>  | <p>Formative</p> <p>Summative</p>   | 1,2,3   |  |
| <b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>   |   |   |  |

*Possible Interventions*

| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>   | <b>STUDENT LEARNING TASK</b>   | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|---|--|---|
| <ul style="list-style-type: none"> <li>● One on one work</li> <li>● Practice plans</li> <li>● Re-address on other repertoire</li> </ul> | <ul style="list-style-type: none"> <li>● Self assessment</li> <li>● At home practice</li> <li>● Written description of a recorded model</li> </ul> | 1,2,3   |

**HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?**

*Possible Extensions/Enrichments*

| <b>INSTRUCTIONAL ACTIVITY/METHOD</b>  | <b>STUDENT LEARNING TASK</b>  | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|---|---|---|
| <ul style="list-style-type: none"> <li>● In class mentoring/modeling</li> <li>● Small group leading</li> <li>● Self recording/evaluation</li> <li>● Next level exploration</li> </ul> | <ul style="list-style-type: none"> <li>● Displaying appropriate items in class</li> <li>● Leading/teaching a small group</li> <li>● Self assessment to further their own deficiencies.</li> </ul> | 3,4   |

**PROFICIENCY SCALES FOR THIS STANDARD**

| <b>STANDARD:</b> Develop and apply the knowledge to read and notate music |   |   |
|---|---|---|
| <b>SCORE</b>  | <b>DESCRIPTION</b>  | <b>SAMPLE TASKS</b>   |
| <b>4.0</b>  | <b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.</b>   | <ul style="list-style-type: none"> <li>● Transcribe grade 3-4 level rhythms</li> <li>● Compose music using level 3-4 rhythms/time signatures</li> </ul> |
| <b>3.5</b>  | In addition to score 3.0 performance, in-depth inferences and applications with partial success.  |   |
| <b>3.0</b>  | <p><b>The student:</b></p> <ul style="list-style-type: none"> <li>● Perform standard rhythmic notation in 2/4, 3/4, 4/4 and 6/8 meter signature with bar lines</li> <li>● Employ standard pitch notation in the clef appropriate to student’s instrument in an appropriate range and key.                             <ul style="list-style-type: none"> <li>● Identify standard symbols for dynamics, tempo and articulation</li> </ul> </li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p> | <ul style="list-style-type: none"> <li>● Rhythmic dictation</li> <li>● Rhythm worksheets</li> <li>● Programmed music performance</li> </ul>             |
| <b>2.5</b>  | No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content   |   |
| <b>2.0</b>  | <p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● Recognizes or recalls specific terminology, such as:                             <ul style="list-style-type: none"> <li>○ notes, rhythm, tempo</li> </ul> </li> <li>● Performs basic processes, such as:                             <ul style="list-style-type: none"> <li>○ reciting note values/names</li> </ul> </li> </ul>                             | <ul style="list-style-type: none"> <li>● Recall terminology</li> </ul>  |

|     |   |  |
|-----|---|--|
|     | However, the student exhibits major errors or omissions regarding the more complex ideas and processes.                           |  |
| 1.5 | Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content                                      |  |
| 1.0 | With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes. |  |
| LND | Even with help, no understanding or skill demonstrated.   |  |

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| <b>OBJECTIVE # 2</b>   | <ul style="list-style-type: none"> <li>Sight read standard musical notation at level 2 difficulty</li> </ul>   |  |
| <b>REFERENCES/STANDARDS</b><br><i>i.e. GLE/CLE/MLS/NGSS</i>  | <ul style="list-style-type: none"> <li>EM1E 6-8</li> </ul>   |  |
| <b>WHAT SHOULD STUDENTS...</b>   |  |  |
| <b>UNDERSTAND?</b><br><br><i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>                         | <b>KNOW?</b><br><br><i>Facts, Names, Dates, Places, Information,</i><br><br><i>ACADEMIC VOCABULARY</i>   | <b>BE ABLE TO DO?</b><br><br><i>Skills; Products</i>   |
| <ul style="list-style-type: none"> <li>Students will understand strategies on how to sight read standard musical notation at level 2 difficulty</li> </ul> | <ul style="list-style-type: none"> <li>Key elements and strategies needed to sight read music (key signatures, time signatures, note values, scale fragments)</li> </ul> | <ul style="list-style-type: none"> <li>Apply knowledge to a grade 2 piece of music at sight</li> </ul> |
| <b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>  |  |  |

| TEACHER INSTRUCTIONAL ACTIVITY  | STUDENT LEARNING TASK  | DOK TARGET<br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|---|--|--|
| <ul style="list-style-type: none"> <li>• Daily sight reading drills/exercises</li> <li>• At home sight reading activities</li> </ul>  | <ul style="list-style-type: none"> <li>• To sight read as often as possible</li> </ul>   | 1,2,3,4  |
| <b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>   |  |  |
| ASSESSMENT DESCRIPTION  | FORMATIVE OR SUMMATIVE?  | DOK TARGET<br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>• Teacher observation in individual and large group settings</li> <li>• Students recording their playing</li> <li>• Written assessments</li> </ul> | Formative<br><br>Summative   | 1,2,3,4  |
| <b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b><br><br><i>Possible Interventions</i>   |  |  |
| TEACHER INSTRUCTIONAL ACTIVITY  | STUDENT LEARNING TASK  | DOK TARGET<br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>• One on one work</li> <li>• Practice plans</li> <li>• Re-address on other repertoire</li> </ul>   | <ul style="list-style-type: none"> <li>• Self assessment</li> <li>• At home practice</li> <li>• Written description of strategies for sight reading</li> </ul> | 1,2,3,4  |
| <b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b><br><br><i>Possible Extensions/Enrichments</i>  |  |  |



| INSTRUCTIONAL ACTIVITY/METHOD   | STUDENT LEARNING TASK   | DOK TARGET<br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|---|---|--|
| <ul style="list-style-type: none"> <li>● In class mentoring/modeling</li> <li>● Small group leading</li> <li>● Self recording/evaluation</li> <li>● Next level exploration</li> </ul> | <ul style="list-style-type: none"> <li>● Displaying appropriate items in class</li> <li>● Leading/teaching a small group</li> <li>● Self assessment to further their own deficiencies.</li> </ul> | 3,4  |

**PROFICIENCY SCALES FOR THIS STANDARD**

| <b>STANDARD:</b> Sight read standard musical notation at level 2 difficulty |  |  |
|---|--|--|
| SCORE   | DESCRIPTION  | SAMPLE TASKS   |
| 4.0   | <b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.</b>  | <ul style="list-style-type: none"> <li>● Sight read music at a 3-5 level</li> </ul>  |
| 3.5   | In addition to score 3.0 performance, in-depth inferences and applications with partial success.   |  |
| 3.0   | <b>The student:</b> <ul style="list-style-type: none"> <li>● Students will effectively sight read standard musical notation at level 2 difficulty</li> </ul> <b>The student exhibits no major errors or omissions.</b> | <ul style="list-style-type: none"> <li>● Recite/display the key elements (note values, pitches, expression) needed to sight read music</li> <li>● Successfully sight read level 2 music</li> </ul> |
| 2.5   | No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content  |  |
| 2.0   | <b>There are no major errors or omissions regarding the simpler details and processes as the student:</b>  | <ul style="list-style-type: none"> <li>● Recall terminology</li> <li>● Sight read music at a grade 1 level</li> </ul>  |

|            |  |  |
|------------|--|--|
|            | <ul style="list-style-type: none"> <li>● Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <li>○ sight reading</li> </ul> </li> <li>● Performs basic processes, such as: <ul style="list-style-type: none"> <li>○ sight reading with teacher help</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p> |  |
| <b>1.5</b> | Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content   |  |
| <b>1.0</b> | <b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>   |  |
| <b>LND</b> | <b>Even with help, no understanding or skill demonstrated.</b>   |  |

# 9-12 Band



**Content Area: Instrumental Music**

**Course: 9-12 Band**

**Unit Title: Product Performance**

**Unit Duration: Ongoing**

|   |   |   |                            |
|---|---|---|----------------------------|
| <b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b> <ul style="list-style-type: none"> <li>● Method Books</li> <li>● Teacher Direction</li> <li>● Repertoire</li> </ul> |   | <b>BIG IDEA(S):</b> <ul style="list-style-type: none"> <li>● Perform and create music independently and with others.</li> <li>● Model learned musical skills and concepts through formal and informal performances.</li> <li>● <u>Marching Band Technique addressed in Objective 1</u></li> </ul>   |                            |
| <b>ENDURING UNDERSTANDINGS:</b> <ul style="list-style-type: none"> <li>● Develop and apply instrumental music skills to perform and communicate through the arts</li> </ul>   |   | <b>ESSENTIAL QUESTIONS:</b> <ul style="list-style-type: none"> <li>● How important is instrumental technique to performing music grade 2-4?</li> <li>● How does intonation affect performance quality?</li> <li>● Can student read and perform notated music at Grade Level 3? Level 4?</li> <li>● How can ear training impact musical performance?</li> <li>● What is the individual role in achieving a characteristic ensemble sound?</li> </ul> |                            |
| <b>WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?</b>  |   |   |                            |
| Standards, Concepts, Content, Skills, Products, Vocabulary  |   |   |                            |
| <b>REFERENCE/STANDARD</b><br><br><i>i.e. GLE/CLE/MLS/NGSS</i>   | <b>STANDARDS: Content specific standards that will be addressed in this unit.</b> |   | <b>MAJOR STANDARD</b>      |
|   |   |   | <b>SUPPORTING STANDARD</b> |

|               |  |   |   |
|---------------|--|---|---|
| GLE PP2A 9-12 | Apply instrumental technique (e.g., fingerings, bowings, stickings, playing position, tone quality, articulation) for grade 2-3 literature<br>Demonstrate instrument maintenance and care<br>Apply the ability to adjust the pitch to a given standard during performance (play in tune)<br>Advanced: Apply instrumental technique (i.e., fingerings, bowings, stickings, playing position, tone quality, articulation) for grade 4 or higher literature | X |   |
| GLE PP2B 6-9  | Proficient: Read and perform music notation at a 3 grade-level (refer to glossary for Level of Difficulty)<br>Advanced: Read and perform music notation at a 4 grade-level or higher (refer to glossary for Level of Difficulty)   | X |   |
| GLE PP2C 6-8  | Perform a varied repertoire of music representing diverse cultures, genres and styles<br>Apply stylistic elements needed to perform the music of various cultures, genres and styles   | X |   |
| GLE PP2D 6-8  | Proficient: Play by ear simple melodies (4-6 pitches) on a melodic instrument or simple accompaniments on a harmonic instrument<br>Advanced: Play by ear melodies or phrases of increasing complexity, on a melodic instrument or simple accompaniments on a harmonic instrument   |   | X |
| GLE PP2E 6-8  | Proficient: Perform with other instrumentalists to achieve a characteristic ensemble sound including dynamics, timbre, balance, blend, and intonation<br>Advanced Perform: with other instrumentalists to achieve a refined ensemble sound including dynamics, timbre, balance, blend, and intonation in advanced literature to include *solos, chamber ensembles, and large groups  | X |   |
| GLE PP3A 6-8  | Improvise simple rhythmic and/or melodic variations in a consistent style and meter  |   | X |
| GLE PP4A 6-8  | Proficient: Create or arrange songs or instrumental pieces using a variety of sound sources within specified guidelines<br>Advanced: Compose music (phrases) in a distinct style, demonstrating creativity in using the *elements of music for expressive effect<br>Arrange simple pieces for voices or instruments other than those for which the pieces were originally written (*transposition  |   | X |

|   |   |   |
|---|---|---|
| <b>OBJECTIVE # 1</b>  | Develop and Apply Playing Skills  |   |
| <b>REFERENCES/STANDARDS</b><br><br><i>i.e. GLE/CLE/MLS/NGSS</i>   | <ul style="list-style-type: none"> <li>● PP2A 9-12, PP2B 9-12, PP2C 9-12, PP2D 9-12, PP2E 9-12</li> </ul>   |   |
| <b>WHAT SHOULD STUDENTS...</b>  |   |   |
| <b>UNDERSTAND?</b><br><br><i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>  | <b>KNOW?</b><br><br><i>Facts, Names, Dates, Places, Information,</i><br><br><i>ACADEMIC VOCABULARY</i>  | <b>BE ABLE TO DO?</b><br><br><i>Skills; Products</i>  |
| <ul style="list-style-type: none"> <li>● Apply instrumental technique (e.g., fingerings, bowings, stickings, playing position, tone quality, articulation) for grade 2-3 literature</li> <li>● Demonstrate instrument maintenance and care</li> <li>● Apply the ability to adjust the pitch to a given standard during performance (play in tune)</li> <li>● Proficient: Read and perform music notation at a 3 grade-level (refer to glossary for Level of Difficulty)</li> <li>● Advanced: Read and perform music notation at a 4 grade-level or higher (refer to glossary for Level of Difficulty)</li> <li>● Perform a varied repertoire of music representing diverse cultures, genres and styles</li> <li>● Apply stylistic elements needed to perform the music of various cultures, genres and styles</li> <li>● Play by ear simple melodies (4-6 pitches)</li> </ul> | <ul style="list-style-type: none"> <li>● Pitch</li> <li>● Rhythm</li> <li>● Tempo</li> <li>● Music notation</li> <li>● Position/Grip/Posture</li> <li>● Dynamics/Expression</li> <li>● Tone/Timbre</li> <li>● Articulation</li> <li>● Style</li> <li>● Diverse cultures</li> <li>● Musical Genres and styles</li> <li>● Marching Style “Glide/Roll Step”</li> <li>● Attention Position</li> <li>● Horn Carriage</li> <li>● Visual choreography</li> </ul> | <ul style="list-style-type: none"> <li>● Perform using appropriate posture and playing positions</li> <li>● Demonstrate proper playing technique and use of proper fingering/sticking to produce accurate notes</li> <li>● Perform rhythm’s accurately</li> <li>● Care for and maintain instrument</li> <li>● Perform music that is grade level 2-3</li> <li>● Demonstrate appropriate expressiveness in performance</li> <li>● Perform using timbre that is appropriate for repertoire</li> <li>● Perform with stylistic elements relevant to various repertoire</li> <li>● Play simple 4 to 6 note melodies or simple accompaniments by ear on a melodic instrument</li> <li>● Communicate appropriate tempo, timbre and dynamics through performance by</li> </ul> |

|  |  |   |
|--|--|---|
| <p>on a melodic instrument or simple accompaniments on a harmonic instrument</p> <ul style="list-style-type: none"> <li>• Perform with other instrumentalists to achieve a characteristic ensemble sound including dynamics, timbre, balance, blend, and intonation</li> </ul> <p><b><u>Marching Band</u></b></p> <ul style="list-style-type: none"> <li>• Proper marching style, including attention position, horn carriage, glide or “roll” step</li> <li>• Read and understand a coordinate sheet to determine placement on the field in multiple coordinated drill pictures or “sets”</li> <li>• Understand intervallic relationship in field show drill</li> <li>• Understand the importance of marching posture and how it relates to producing quality musical performance</li> <li>• Understand varying visual requirements of the performer</li> </ul> | <ul style="list-style-type: none"> <li>• Coordinates</li> <li>• Drill pictures “Sets”</li> </ul> | <p>responding to conductors cues</p> <ul style="list-style-type: none"> <li>• March using proper glide/roll step</li> <li>• March using proper position of attention and proper horn carriage</li> <li>• Utilizing marching posture and instrument carriage to produce quality sound and meet technical demands</li> <li>• Perform varying choreographed visual movements in relation to show concept</li> <li>• Maintain proper intervallic relationship between self and other performers to accurately execute choreographed marching drill</li> </ul> |
|--|--|---|

**FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING**

| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>   | <b>STUDENT LEARNING TASK</b>   | <b>DOK TARGET</b><br><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|---|--|---|
| <ul style="list-style-type: none"> <li>• Model appropriate posture and playing positions, providing examples of correct and incorrect methods.</li> <li>• Use method books with technical exercises that introduce and reinforce proper playing technique (fingering, sticking).</li> <li>• Choose repertoire for performance that</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Perform using appropriate posture and playing position</b></li> <li>• <b>Perform technical exercises using proper playing technique</b></li> <li>• <b>Formally and informally perform various styles of music chosen by the director, demonstrating expressiveness,</b></li> </ul> | 1,2,3,4   |

| <p>introduces and reinforces the use of various dynamics, expressive styles and timbre</p> <ul style="list-style-type: none"> <li>● Choose repertoire for performance that introduces and reinforces diverse cultures and genres of music</li> <li>● Model expressive styles, diverse timbre and varying tempos in conducting cues for students to follow.</li> <li>● Students clap, count, sizzle and silent finger music to reinforce proper technique and rhythmic performance</li> <li>● Model proper marching techniques</li> <li>● Provide visual video examples of proper marching technique</li> <li>● Attend marching band festivals where students can perform and see other high schools modeling proper and improper marching technique</li> </ul> | <p><b>use of varying tempo, use of varying timbre and dynamics and use of appropriate stylistic elements appropriate for the diverse cultures and genres of music</b></p> <ul style="list-style-type: none"> <li>● <b>Follow conductors cues for expressiveness, varying tempos/timbre/dynamics</b></li> <li>● <b>Perform in a marching band using a consistent uniform style of posture, glide/roll step, instrument carriage, executing drill pictures (sets) using coordinates, executing choreographed visual movement</b></li> </ul> |   |
|--|---|---|
| <b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>  |   |   |
| <b>ASSESSMENT DESCRIPTION</b>  | <b>FORMATIVE OR SUMMATIVE?</b>  | <b>DOK TARGET</b><br><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>● Observe students in class, provides feedback to group or individuals based on observations</li> <li>● Listen to students individually, provide feedback, modeling appropriate technique</li> <li>● Record performances and have students reflect</li> </ul>   | <p>Formative</p> <p>Summative</p>   | <p>1,2,3,4</p>  |

|   |  |  |
|---|--|--|
| <ul style="list-style-type: none"> <li>• Have students submit playing examples they record themselves for evaluations, provide feedback</li> <li>• Call and response with teacher modeling and students responding</li> </ul> |  |  |
|---|--|--|

**HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?**

*Possible Interventions*

| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>   | <b>STUDENT LEARNING TASK</b>   | <b>DOK TARGET</b><br><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|---|--|---|
| <ul style="list-style-type: none"> <li>• Isolate the area of concern, breaking down into smaller elements of pitch, tempo and rhythm</li> <li>• Provide additional modeling</li> <li>• Provide alternative listening examples via instructional videos and supplemental material</li> <li>• Facilitate opportunities for advanced students to assist struggling students</li> <li>• Provide opportunities for students to meet with instructor for additional assistance</li> <li>• Recommend private lessons.</li> </ul> | <ul style="list-style-type: none"> <li>• Retake playing tests</li> <li>• Increased practice at home</li> <li>• Work in small groups with other students</li> <li>• Seek additional assistance from instructor</li> <li>• Seek private instruction from a professional</li> </ul> | 1,2,3,4   |

**HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?**

*Possible Extensions/Enrichments*

| <b>INSTRUCTIONAL ACTIVITY/METHOD</b> | <b>STUDENT LEARNING TASK</b> | <b>DOK TARGET</b><br><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, |
|--------------------------------------|------------------------------|--|
|                                      |                              |  |



|  |   | 4=Extended Thinking) |
|--|---|----------------------|
| <ul style="list-style-type: none"> <li>● Provide opportunities for students to assist other students who are struggling</li> <li>● Provide students with higher grade level technique exercises</li> <li>● Provide students with additional opportunities to develop skills by auditioning for local honor ensembles or participating in local solo and small ensemble festival</li> <li>● Seek opportunities for solos and leadership positions in teacher chosen repertoire</li> </ul> | <ul style="list-style-type: none"> <li>● Apply instrumental technique (i.e., fingerings, bowings, stickings, playing position, tone quality, articulation) for grade 4 or higher literature</li> <li>● Read and perform music notation at a 4 grade-level or higher (refer to glossary for Level of Difficulty)</li> <li>● Play by ear melodies or phrases of increasing complexity, on a melodic instrument or simple accompaniments on a harmonic instrument</li> <li>● Perform with other instrumentalists to achieve a refined ensemble sound including dynamics, timbre, balance, blend, and intonation in advanced literature to include *solos, chamber ensembles, and large groups</li> </ul> | 1,2,3,4              |

**PROFICIENCY SCALES FOR THIS STANDARD**

| <b>STANDARD:</b> |   |  |
|------------------|---|--|
| <b>SCORE</b>     | <b>DESCRIPTION</b>  | <b>SAMPLE TASKS</b>  |
| <b>4.0</b>       | <b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.</b>   | <ul style="list-style-type: none"> <li>● Work ahead of the class in technique exercises or work on increased grade level music</li> <li>● Assist other students</li> <li>● Perform solo for class</li> <li>● Attend live performance and provide evaluation describing varying styles, genres, timbres, dynamics and expressiveness</li> </ul> |
| <b>3.5</b>       | In addition to score 3.0 performance, in-depth inferences and applications with partial success.  |  |
| <b>3.0</b>       | <p><b>The student:</b></p> <ul style="list-style-type: none"> <li>● Perform using appropriate posture and playing position</li> <li>● Perform technical exercises using proper playing technique</li> <li>● Formally and informally perform various styles of music chosen by the director, demonstrating expressiveness, use of varying tempo, use of varying timbre and dynamics and use of appropriate stylistic elements appropriate for the diverse cultures and genres of music</li> <li>● Follow conductors cues for expressiveness, varying tempos/timbre/dynamics</li> <li>● Perform proper marching technique</li> <li>● Execute choreographed drill and visual movements</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p> | <ul style="list-style-type: none"> <li>● Perform grade level appropriate technique exercises from method book in prescribed amount of time</li> <li>● Perform teacher selected repertoire formally and informally</li> </ul>   |
| <b>2.5</b>       | No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content   |  |

|                   |   |   |
|-------------------|---|---|
| <p><b>2.0</b></p> | <p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <li>○ Tempo, style, timbre, expression, counting rhythms</li> </ul> </li> <li>● Performs basic processes, such as: <ul style="list-style-type: none"> <li>○ Producing appropriate pitches</li> <li>○ Performs rhythms</li> <li>○ Use proper playing position and posture</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p> | <ul style="list-style-type: none"> <li>● Recall terminology</li> <li>● Infrequently demonstrate some, but not all playing abilities during rehearsal/performance</li> </ul> |
| <p><b>1.5</b></p> | <p>Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content</p>   |   |
| <p><b>1.0</b></p> | <p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>   |   |
| <p><b>LND</b></p> | <p><b>Even with help, no understanding or skill demonstrated.</b></p>   |   |

| <b>OBJECTIVE # 2</b>   | Develop and apply notation and improvisation skills   |  |
|--|---|--|
| <b>REFERENCES/STANDARDS</b><br><i>i.e. GLE/CLE/MLS/NGSS</i>  | <ul style="list-style-type: none"> <li>PP3A 9-12, PP4A 9-12</li> </ul>  |  |
| <b>WHAT SHOULD STUDENTS...</b>   |   |  |
| <b>UNDERSTAND?</b><br><i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>   | <b>KNOW?</b><br><i>Facts, Names, Dates, Places, Information,</i><br><i>ACADEMIC VOCABULARY</i>  | <b>BE ABLE TO DO?</b><br><i>Skills; Products</i>   |
| <ul style="list-style-type: none"> <li>Understand how to Improvise simple rhythmic variations in a consistent style and meter</li> <li>Understand specific guidelines that are used to create music</li> <li>Understand how to Create or arrange a short song/piece or phrases using a variety of sound sources within specified guidelines</li> <li>Understand that improvisation is creating a musical idea that is either new or is a variation of an idea that already exists</li> </ul> | <ul style="list-style-type: none"> <li>Rhythm</li> <li>Pitch</li> <li>Notation</li> <li>Style</li> <li>Meter</li> <li>Improvisation</li> <li>Composition</li> <li>Arranging</li> <li>Form/Analysis</li> </ul> | <ul style="list-style-type: none"> <li>Create new musical idea using improvisation</li> <li>Create new music within specific guidelines</li> </ul> |
| <b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>  |   |  |
| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>  | <b>STUDENT LEARNING TASK</b>  | <b>DOK TARGET</b><br><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)  |
| <ul style="list-style-type: none"> <li><b>Provide instructional materials that require improvisation</b></li> <li><b>Provide opportunities for students to</b></li> </ul>  | <ul style="list-style-type: none"> <li><b>Students responds to teacher or peer modeling with improvised musical idea in a call and response manner</b></li> </ul>   | 1,2,3,4  |

|  |   |  |
|--|---|--|
| <p>compose or arrange their own musical ideas</p> <ul style="list-style-type: none"> <li>● Model correct examples of improvisation</li> <li>● Provide listening examples of improvisation</li> <li>● Use music that has varying guidelines for composition like different meters, phrasing, tempos and styles</li> </ul> | <ul style="list-style-type: none"> <li>● Listen to musical example either recorded or modeled and try to repeat the example using instrument</li> <li>● Listen to musical example either recorded or modeled and create a musical idea that is a variation with instrument</li> <li>● Listen to different chords either performed on a piano or a recording and try to pick out specific notes of the chords</li> <li>● Either in small groups or individually create a new song/piece of music within specific guidelines</li> </ul> |  |
|--|---|--|

**HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?**

| ASSESSMENT DESCRIPTION   | FORMATIVE OR SUMMATIVE?           | DOK TARGET<br><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|--|-----------------------------------|--|
| <ul style="list-style-type: none"> <li>● Observe student performing in class</li> <li>● Individual playing tests</li> <li>● Submissions of written compositions or arrangements</li> <li>● Submissions of recorded compositions or arrangements</li> <li>● Students reflect on formal and informal performances</li> </ul> | <p>Formative</p> <p>Summative</p> | <p>1,2,3,4</p>   |

**HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?**

| <i>Possible Interventions</i>  |  |   |
|--|--|---|
| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>  | <b>STUDENT LEARNING TASK</b>   | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>● Provide supplemental instruction in the form of additional method books that are specifically designed to teach composition or improvisation</li> <li>● Provide additional listening examples</li> <li>● Commission guest speakers/performers</li> <li>● Take students to live performances where improvisation is modeled</li> </ul> | <ul style="list-style-type: none"> <li>● Increased practice at home</li> <li>● Increased study of guidelines for musical composition using supplemental materials</li> <li>● Opportunity to re-submit after making adjustments based on feedback from instructor</li> <li>● Seek additional help from instructor outside of class time</li> <li>● Attend live performance or increased research into different listening examples</li> </ul> | 1,2,3,4   |
| <b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b>   |  |   |
| <i>Possible Extensions/Enrichments</i>   |  |   |
| <b>INSTRUCTIONAL ACTIVITY/METHOD</b>   | <b>STUDENT LEARNING TASK</b>   | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>● Student can assist teacher with other students who are struggling</li> <li>● Student can compose or arrange a piece of music for the class to perform</li> <li>● Work ahead of the class with advanced</li> </ul>   | <ul style="list-style-type: none"> <li>● Help other students</li> <li>● Compose music (phrases) in a distinct style, demonstrating creativity in using the *elements of music for expressive effect</li> </ul>   | 1,2,3,4   |

|   |   |  |
|---|---|--|
| supplemental materials that expand the knowledge of specified guidelines beyond the current grade level | <ul style="list-style-type: none"> <li>● Arrange simple pieces for voices or instruments other than those for which the pieces were originally written (*transposition</li> <li>● Take private lessons for additional in-depth instruction into advanced methods</li> </ul> |  |
|---|---|--|

**PROFICIENCY SCALES FOR THIS STANDARD**

| <b>STANDARD:</b> |   |  |
|------------------|---|--|
| <b>SCORE</b>     | <b>DESCRIPTION</b>  | <b>SAMPLE TASKS</b>  |
| <b>4.0</b>       | <b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.</b>   | <ul style="list-style-type: none"> <li>● Compose music (phrases) in a distinct style, demonstrating creativity in using the *elements of music for expressive effect</li> <li>● Arrange simple pieces for voices or instruments other than those for which the pieces were originally written (*transposition</li> </ul>   |
| <b>3.5</b>       | In addition to score 3.0 performance, in-depth inferences and applications with partial success.  |  |
| <b>3.0</b>       | <p><b>The student:</b></p> <ul style="list-style-type: none"> <li>● Create new musical idea using improvisation</li> <li>● Create new music within specific guidelines</li> <li>● Perform music with varying styles, tempos, meters, timbres and expressiveness</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p> | <ul style="list-style-type: none"> <li>● <b>Students responds to teacher or peer modeling with improvised musical idea in a call and response manner</b></li> <li>● <b>Listen to musical example either recorded or modeled and try to repeat the example using instrument</b></li> <li>● <b>Listen to musical example either recorded or modeled and create a musical idea that is a variation with instrument</b></li> </ul> |

|     |   |  |
|-----|---|--|
|     |   | <ul style="list-style-type: none"> <li>● Listen to different chords either performed on a piano or a recording and try to pick out specific notes of the chords</li> <li>● Either in small groups or individually create a new song/piece of music within specific guidelines</li> </ul> |
| 2.5 | No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content   |  |
| 2.0 | <p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <li>○ Rhythm</li> <li>○ Pitch</li> <li>○ Notation</li> <li>○ Style</li> <li>○ Meter</li> <li>○ Improvisation</li> <li>○ Composition</li> <li>○ Arranging</li> <li>○ Form/Analysis</li> </ul> </li> <li>● Performs basic processes, such as: <ul style="list-style-type: none"> <li>○ Improvisation of melodic or rhythmic passages with assistance</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p> | <ul style="list-style-type: none"> <li>● Recall</li> <li>● Infrequently demonstrate some, but not all playing abilities during rehearsal/performance</li> </ul>  |
| 1.5 | Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content  |  |



|     |   |  |
|-----|---|--|
| 1.0 | With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes. |  |
| LND | Even with help, no understanding or skill demonstrated.   |  |



**Content Area: Instrumental Music**  
**Course: 9-12 Band**

**Unit Title: Elements of Music**  
**Unit Duration: Ongoing**

|   |   |
|---|---|
| <p><b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b></p> <ul style="list-style-type: none"> <li>● Method Book</li> <li>● Teacher Direction</li> <li>● Repertoire</li> </ul> | <p><b>BIG IDEA(S):</b></p> <ul style="list-style-type: none"> <li>● Have an understanding of the vocabulary and notation of music</li> <li>● Model learned musical skills and concepts through formal and informal performances</li> </ul>  |
| <p><b>ENDURING UNDERSTANDINGS:</b></p> <ul style="list-style-type: none"> <li>● Develop and apply knowledge and skills to read and notate music</li> </ul>                          | <p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>● What symbols are used to represent the sounds in music?</li> <li>● ● How is music subdivided into sounds</li> <li>● ● How do time signatures impact note groupings in each musical measure?</li> <li>● ● What symbols or pictures can be used to notate music?</li> <li>● ● What symbols can be used for expression in music</li> <li>● ● What are symbols of expression?</li> <li>● ● How is musical form notated on the staff?</li> <li>● ● How can personal expression be demonstrated as it relates to musical notation?</li> <li>● ● How is music notated on the staff?</li> </ul> |

- • How can students describe what is heard in a piece of music?

**WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?**

Standards, Concepts, Content, Skills, Products, Vocabulary

| REFERENCE/STANDARD<br><i>i.e. GLE/CLE/MLS/NGSS</i> | STANDARDS: Content specific standards that will be addressed in this unit.   | MAJOR STANDARD | SUPPORTING STANDARD |
|--|--|----------------|---------------------|
| GLE EM1A 9-12                                      | Interpret and explain standard rhythmic notation in simple and compound meters using all rhythm and note values above, and add ♩ *syncopation ♩ *alla brev   | X              |                     |
| GLE EM1B 9-12                                      | Employ standard pitch notation in the clef appropriate to student's instrument or voice in an appropriate range and keys   | X              |                     |
| GLE EM1C 9-12                                      | Apply standard listed for General Music classes, adding marcato and full complement of dynamic range including   |                | X                   |
| GLE EM1D 9-12                                      | Use standard notation for rhythm, pitch, and expressive elements to record musical ideas of 2 to 4 measures for instrument or voice<br>Interpret selected literature that includes nonstandard notation symbols (See Elements of Music)  | X              | X                   |
| GLE EM1E 9-12                                      | Proficient: Sight read standard musical notation at level 3 difficulty [Level 3--Moderately easy; contains moderate technical demands, expanded ranges, and varied interpretive requirements]<br>Advanced: Sight read standard musical notation at level 4 difficulty [Level 4—moderately difficult; requires well-developed technical skills, attention to phrasing interpretation, and ability to perform various meters and rhythms in a variety of keys] | X              | X                   |

|  |  |   |
|--|--|---|
| <b>OBJECTIVE # 1</b>   | Develop and apply the knowledge and skills to read and notate music  |   |
| <b>REFERENCES/STANDARDS</b><br><i>i.e. GLE/CLE/MLS/NGSS</i>  | <ul style="list-style-type: none"> <li>EM1A, EM1B, EM1C, EM1D, EM1E</li> </ul>   |   |
| <b>WHAT SHOULD STUDENTS...</b>   |  |   |
| <b>UNDERSTAND?</b><br><br><i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>   | <b>KNOW?</b><br><br><i>Facts, Names, Dates, Places, Information,</i><br><br><i>ACADEMIC VOCABULARY</i>   | <b>BE ABLE TO DO?</b><br><br><i>Skills; Products</i>  |
| <ul style="list-style-type: none"> <li>Interpret and explain standard rhythmic notation in simple and compound meters using all rhythm and note values above, and add ♩ *syncopation ♩ *alla brev</li> <li>Employ standard pitch notation in the clef appropriate to student’s instrument or voice in an appropriate range and keys</li> <li>Apply standard listed for General Music classes, adding marcato and full complement of dynamic range including</li> <li>Use standard notation for rhythm, pitch, and expressive elements to record musical ideas of 2 to 4 measures for instrument or voice</li> <li>Interpret selected literature that includes nonstandard notation symbols (See Elements of Music)</li> <li>Sight read standard musical notation at level 3 difficulty [Level 3--Moderately easy;</li> </ul> | <ul style="list-style-type: none"> <li>Pitch</li> <li>Rhythm</li> <li>Tempo</li> <li>Dynamics/Expression</li> <li>Tone/Timbre</li> <li>Articulation</li> <li>Style</li> <li>Notation</li> <li>Sight-Reading</li> <li>Simple Meter</li> <li>Compound Meter</li> <li>Identify standard symbols for dynamics, tempo and articulation</li> <li>p for piano</li> <li>f for forte</li> <li>mp for mezzo piano, mf for mezzo forte</li> <li>pp for pianissimo</li> <li>ff for fortissimo</li> <li>cresc or &lt;</li> <li>for crescendo</li> </ul> | <ul style="list-style-type: none"> <li>Perform music with syncopation</li> <li>Demonstrate understanding of alla brev</li> <li>Identify terms from Rhythmic Notation.</li> <li>Identify the number of counts in simple duple and triple time signatures.</li> <li>Count and clap a 4-bar phrase of rhythms that employ syncopation.</li> <li>Identify symbols for musical expression.</li> <li>Read and notate rhythmic patterns presented by teacher.</li> <li>Read and notate pitches on the appropriate staff involving all notes two ledger lines above and below the staff.</li> <li>Read and notate dynamic symbols.</li> <li>Sight read rhythmic patterns as an ensemble.</li> <li>Sight read a combination of rhythmic and melodic patterns as an ensemble.</li> <li>Play a musical example by themselves on sight without prior preparation</li> <li>Recall names of music terminology</li> <li>Identify standard musical notation via a written assignment</li> </ul> |

| <p>contains moderate technical demands, expanded ranges, and varied interpretive requirements]</p>  | <ul style="list-style-type: none"> <li>● decres or &gt; for decrescendo</li> <li>● dim for diminuendo</li> <li>● accelerando</li> <li>● ritardando</li> <li>● allegro</li> <li>● moderato</li> <li>● andante</li> <li>● largo</li> <li>● a tempo</li> <li>● Accent, fermata</li> <li>● Ties, slurs, staccato, legato</li> <li>● Marcato</li> <li>● Syncopation</li> <li>● Alla Brev</li> </ul>  | <ul style="list-style-type: none"> <li>● Demonstrate an understanding of musical notation through performance</li> </ul> |
|---|---|--|
| <b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>   |   |  |
| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>   | <b>STUDENT LEARNING TASK</b>  | <b>DOK TARGET</b><br><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)                          |
| <ul style="list-style-type: none"> <li>● <b>Model counting systems for rhythms</b></li> <li>● <b>Use silent play methods to reinforce note recognition i.e. sizzle and finger, sing, etc.</b></li> <li>● <b>Use method book to with advanced level exercises to reinforce and advance rhythmic and melodic reading ability</b></li> <li>● <b>Use method book to reinforce and advance understanding varying standard symbols for expression, dynamics, tempo and articulation</b></li> <li>● <b>Use listening examples to reinforce and model standard symbols of expression</b></li> </ul> | <ul style="list-style-type: none"> <li>● Count and clap rhythms</li> <li>● Sizzle and finger melodic lines</li> <li>● Say aloud note names in rhythmic pattern, then incorporate fingers</li> <li>● Perform rhythmic and melodic lines with and without prior preparation</li> <li>● Perform music demonstrating standard symbols of expression, tempo, dynamic and articulation with and without prior preparation</li> <li>● Identify major key signatures</li> </ul> | 1, 2, and 3  |

**HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?**

| <b>ASSESSMENT DESCRIPTION</b>  | <b>FORMATIVE OR SUMMATIVE?</b>                                  | <b>DOK TARGET</b>  |
|--|---|--|
| <ul style="list-style-type: none"> <li>● Teacher observes student growth daily in class.</li> <li>● Students apply concepts while playing in class.</li> <li>● Teacher listens and assesses students performing individually and in small groups within the classroom setting.</li> <li>● Individual Playing Tests.</li> <li>● Teacher assesses student performances in small groups for correct melodies and rhythms with a steady pulse.</li> <li>● Teacher assess student performance in small groups, large group and individually for accurate demonstration of standard symbols of expression, tempo, dynamics and articulation</li> </ul> | <p align="center">Formative</p> <p align="center">Summative</p> | <p align="center">(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)</p> <p align="center">1, 2, 3</p> |

**HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?**

*Possible Interventions*

| <b>TEACHER INSTRUCTIONAL ACTIVITY</b> | <b>STUDENT LEARNING TASK</b> | <b>DOK TARGET</b>  |
|---------------------------------------|------------------------------|--|
|                                       |                              | <p align="center">(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)</p> |

|  |  |   |
|--|--|---|
| <ul style="list-style-type: none"> <li>● Allow more time for individual testing.</li> <li>● Teacher can continue to reteach and review new concepts, techniques and vocabulary with the class.</li> <li>● Pair student with a high-achieving musician.</li> <li>● Recommend private lessons.</li> </ul>  | <ul style="list-style-type: none"> <li>● Retake Individual Playing Tests.</li> <li>● Increase practice outside of school.</li> <li>● Attend private lessons from a professional.</li> </ul>  | 1, 2, 3   |
| <b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b><br><i>Possible Extensions/Enrichments</i>   |  |   |
| <b>INSTRUCTIONAL ACTIVITY/METHOD</b>   | <b>STUDENT LEARNING TASK</b>   | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>● Encourage students to work ahead individually on higher grade level exercises</li> <li>● Teacher can increase the level of difficulty for new concepts and techniques</li> <li>● Pair student with a struggling musician and allow them to work with the student and model advanced concepts concepts.</li> <li>● Recommend Private lessons.</li> </ul> | <ul style="list-style-type: none"> <li>● Test ahead on Individual Playing tests.</li> <li>● Help teacher test other students.</li> <li>● Help other students</li> <li>● Model for the class while playing concert music as an example to others.</li> <li>● Attend private lessons from a professional.</li> </ul> | 1, 2, 3   |

**PROFICIENCY SCALES FOR THIS STANDARD**

| <b>STANDARD: Reading Standard Rhythmic Notation</b> |  |   |
|---|--|---|
| <b>SCORE</b>  | <b>DESCRIPTION</b>   | <b>SAMPLE TASKS</b>   |
| <b>4.0</b>  | <b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.</b>  | <ul style="list-style-type: none"> <li>● Assist other students who are struggling</li> <li>● Perform music at grade level 4</li> </ul>  |
| <b>3.5</b>  | In addition to score 3.0 performance, in-depth inferences and applications with partial success.   |   |
| <b>3.0</b>  | <p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>● Perform using simple and compound time signatures</li> <li>● Perform using syncopation</li> <li>● Perform music grade level 3</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>   | <ul style="list-style-type: none"> <li>● Prepare for performance music at a grade level 3</li> <li>● Utilize method book with advanced technical training exercises to reinforce grade level appropriate playing technique</li> </ul> |
| <b>2.5</b>  | No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content  |   |
| <b>2.0</b>  | <p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● Recognizes or recalls specific terminology, such as whole note/rest, quarter note/rest, half note/rest, eighth-note pairs, dotted half note, sixteenth notes, eighth note/rest, dotted quarter note/rest, 3 eighth notes beamed together in 6/8, syncopation</li> <li>● Count and clap rhythms, silent play with fingerings (sizzle and finger)</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p> | <ul style="list-style-type: none"> <li>● Recall terminology</li> <li>● Infrequently demonstrate some but not all of the basic playing qualities during rehearsal and/or performance.</li> </ul>                                       |

|     |  |  |
|-----|--|--|
| 1.5 | Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content   |  |
| 1.0 | <b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b> |  |
| LND | <b>Even with help, no understanding or skill demonstrated.</b>   |  |

**PROFICIENCY SCALES FOR THIS STANDARD**

| <b>STANDARD: Reading Melodic Notation</b> |   |   |
|---|---|---|
| <b>SCORE</b>                              | <b>DESCRIPTION</b>  | <b>SAMPLE TASKS</b>   |
| 4.0                                       | <b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.</b>   | <ul style="list-style-type: none"> <li>● Assist other students</li> <li>● Model accurate performance</li> <li>● Perform grade level 4 music</li> </ul>  |
| 3.5                                       | In addition to score 3.0 performance, in-depth inferences and applications with partial success.  |   |
| 3.0                                       | <p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>● Perform using appropriate clef</li> <li>● Perform using appropriate keys</li> <li>● Recognize notes and apply proper fingerings</li> <li>● Perform grade level 3 music</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p> | <ul style="list-style-type: none"> <li>● Perform the classroom music using correct keys, clefs and fingerings</li> <li>● Utilize method book with advanced technical training exercises to reinforce grade level appropriate playing technique</li> </ul> |
| 2.5                                       | No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content   |   |
| 2.0                                       | <p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● Recognize terminology such as clef, pitch, key signatures, note names and fingerings for the note names</li> </ul>  | <ul style="list-style-type: none"> <li>● Recall terminology</li> <li>● Infrequently demonstrate some but not all of the basic playing qualities during rehearsal and/or performance.</li> </ul>   |



|            |  |  |
|------------|--|--|
|            | <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>                           |  |
| <b>1.5</b> | Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content   |  |
| <b>1.0</b> | <b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b> |  |
| <b>LND</b> | <b>Even with help, no understanding or skill demonstrated.</b>   |  |

| <b>STANDARD: Reading Symbols of Expression</b> |   |   |
|--|---|---|
| <b>SCORE</b>                                   | <b>DESCRIPTION</b>  | <b>SAMPLE TASKS</b>   |
| <b>4.0</b>                                     | <b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.</b>   | <ul style="list-style-type: none"> <li>● Assist other students</li> <li>● Model accurate performance</li> <li>● Perform grade level 4 music</li> </ul>  |
| <b>3.5</b>                                     | In addition to score 3.0 performance, in-depth inferences and applications with partial success.  |   |
| <b>3.0</b>                                     | <p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>● Perform proper dynamics</li> <li>● Perform proper tempos</li> <li>● Perform proper expressive symbols</li> <li>● Perform grade level 3 music</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p> | <ul style="list-style-type: none"> <li>● Prepare and perform concert music that utilizes varying dynamics, tempi and expressive symbols</li> <li>● Utilize method book with advanced technical training exercises to reinforce grade level appropriate playing technique</li> </ul> |
| <b>2.5</b>                                     | No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content   |   |

|                   |   |   |
|-------------------|---|---|
| <p><b>2.0</b></p> | <p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● Recognizes or recalls specific terminology, such as: p for piano, f for forte, mp for mezzo piano, mf for mezzo forte, pp for pianissimo, ff for fortissimo, cresc. Or &lt; for crescendo, decresc or &gt; for decrescendo, dim for diminuendo, accelerando, ritardando, allegro, moderato, andante, a tempo, accent, fermata, ties, slurs, staccato and legato.</li> <li>● Performs basic processes, such as: <ul style="list-style-type: none"> <li>o Describe the purpose of listed music symbols</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p> | <ul style="list-style-type: none"> <li>● Recall terminology</li> <li>● Infrequently demonstrate some but not all of the basic playing qualities during rehearsal and/or performance.</li> </ul> |
| <p><b>1.5</b></p> | <p>Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content</p>   |   |
| <p><b>1.0</b></p> | <p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>   |   |
| <p><b>LND</b></p> | <p><b>Even with help, no understanding or skill demonstrated.</b></p>   |   |

| <b>STANDARD: Notate rhythmic patterns and dynamic</b> |   |  |
|---|---|--|
| <b>SCORE</b>  | <b>DESCRIPTION</b>  | <b>SAMPLE TASKS</b>  |
| <b>4.0</b>  | <b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.</b>   | <ul style="list-style-type: none"> <li>• Assist other students</li> <li>• Compose new music</li> </ul>   |
| <b>3.5</b>  | In addition to score 3.0 performance, in-depth inferences and applications with partial success.  |  |
| <b>3.0</b>  | <p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>• Notate Rhythmic Patterns</li> <li>• Notate dynamics</li> <li>• Perform grade level 3 music</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>   | <ul style="list-style-type: none"> <li>• Prepare and perform music that has varying dynamics and rhythmic patterns</li> <li>• Utilize method book with advanced technical training exercises to reinforce grade level appropriate playing technique</li> </ul> |
| <b>2.5</b>  | No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content   |  |
| <b>2.0</b>  | <p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• Recognizes or recalls specific terminology, such as: 2/4, 3/4 and 4/4 meter signature, whole note/rest, quarter note/rest, halfnote/rest, eighth-note pairs, dotted half note, sixteenth notes, p for piano, f for forte, mp for mezzo piano, mf for mezzo forte, cresc for crescendo, decresc for decrescendo, dim for diminuendo, eighth note/rest</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p> | <ul style="list-style-type: none"> <li>• Recall terminology</li> <li>• Infrequently demonstrate some but not all of the basic playing qualities during rehearsal and/or performance.</li> </ul>  |
| <b>1.5</b>  | Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content  |  |
| <b>1.0</b>  | <b>With help, a partial understanding of some of the simpler details and processes and some of</b>  |  |

|     |   |  |
|-----|---|--|
|     | the more complex ideas and processes.                   |  |
| LND | Even with help, no understanding or skill demonstrated. |  |

| STANDARD: Independently interpret simple rhythmic and melodic notation at sight |  |  |
|---|--|--|
| SCORE   | DESCRIPTION  | SAMPLE TASKS   |
| 4.0   | In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.   | <ul style="list-style-type: none"> <li>Assist other students</li> <li>Sight read grade level 4 music</li> </ul>  |
| 3.5   | In addition to score 3.0 performance, in-depth inferences and applications with partial success.   |  |
| 3.0   | <p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>Perform notes and rhythmic patterns without prior preparation (Sight Read)</li> <li>Sight read grade level 3 music</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>  | <ul style="list-style-type: none"> <li>Introduce new musical exercises regularly for students to reinforce good sight reading practices.</li> <li>Utilize method book with advanced technical training exercises to reinforce grade level appropriate playing technique</li> </ul> |
| 2.5   | No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content  |  |
| 2.0   | <p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>Recognizes or recalls specific terminology, such as: 2/4, 3/4 and 4/4 meter signature, whole note/rest, quarter note/rest, halfnote/rest, eighth-note pairs, dotted half note, sixteenth notes, p for piano, f for forte, mp for mezzo piano, mf for mezzo forte, cresc for crescendo, decresc for decrescendo, dim for diminuendo, eighth note/rest</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas</b></p> | <ul style="list-style-type: none"> <li>Recall terminology</li> <li>Infrequently demonstrate some but not all of the basic playing qualities during rehearsal and/or performance.</li> </ul>  |

|     |   |  |
|-----|---|--|
|     | and processes.  |  |
| 1.5 | Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content                                      |  |
| 1.0 | With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes. |  |
| LND | Even with help, no understanding or skill demonstrated.   |  |



**Content Area: Instrumental Music**  
**Course: 9-12 Band**

**Unit Title: Artistic Perceptions**  
**Unit Duration: Ongoing**

|  |   |
|--|---|
| <p><b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b></p> <ul style="list-style-type: none"> <li>● Method Books</li> <li>● Teacher Direction</li> <li>● Repertoire</li> </ul> | <p><b>BIG IDEA(S):</b></p> <ul style="list-style-type: none"> <li>● The role of Form in music</li> <li>● Evaluate music and musical performance</li> <li>● Origins of music and intended purpose/audience</li> <li>● Effect of music on a personal level</li> </ul>   |
| <p><b>ENDURING UNDERSTANDINGS:</b></p> <ul style="list-style-type: none"> <li>● Develop and apply skills and knowledge to evaluate music and musical performance</li> </ul>          | <p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>● What role does musical form play in composition and performance of music?</li> <li>● Identify the different expressive qualities of musical example.</li> <li>● What are the origins or music?</li> <li>● What is the intended audience for different types of music?</li> <li>● Develop criteria for identifying quality and non-quality music</li> <li>● Develop an ability to self-assess music performance</li> <li>● What is your personal perception of specific musical examples?</li> </ul> |

- In what ways does music effect you?

**WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?**

Standards, Concepts, Content, Skills, Products, Vocabulary

| REFERENCE/STANDARD<br><i>i.e. GLE/CLE/MLS/NGSS</i> | STANDARDS: Content specific standards that will be addressed in this unit.  | MAJOR STANDARD | SUPPORTING STANDARD |
|--|---|----------------|---------------------|
| GLE AP1A 9-12                                      | Identify forms used in selected ensemble repertoire   | X              |                     |
| GLE AP1B 9-12                                      | Determine the musical means (source) and size of group of an aural example<br>Describe the musical expression (mood) of an aural example<br>Determine the order and organization of an aural example<br>Determine the possible origin of an aural example (e.g., location and time)<br>Characterize the use of music by its intended function (purpose) and its intended audience                             | X              |                     |
| GLE AP2A 9-12                                      | Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements: tone quality, expression/phrasing, rhythmic accuracy, pitch accuracy, part acquisition, blend/balance, diction/articulation, style, posture/stage presence<br>Use musical terminology to describe their personal response to musical example | X              |                     |
| GLE AP2B 9-12                                      | Demonstrate the ability to distinguish between quality and non-quality performance through listening, performing, and self-assessment<br>Use musical terminology to describe their personal response to musical example   |                | X                   |

| <b>OBJECTIVE # 1</b>   | Develop and apply the knowledge and skills to listen to, analyze, and describe music and musical performance   |   |
|--|--|---|
| <b>REFERENCES/STANDARDS</b><br><i>i.e. GLE/CLE/MLS/NGSS</i>  | <ul style="list-style-type: none"> <li>AM1A, AM1B</li> </ul>   |   |
| <b>WHAT SHOULD STUDENTS...</b>   |  |   |
| <b>UNDERSTAND?</b><br><i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>   | <b>KNOW?</b><br><i>Facts, Names, Dates, Places, Information,</i><br><i>ACADEMIC VOCABULARY</i>   | <b>BE ABLE TO DO?</b><br><i>Skills; Products</i>  |
| <ul style="list-style-type: none"> <li>Identify forms used in selected ensemble repertoire</li> <li>Determine the musical means (source) and size of group of an aural example</li> <li>Describe the musical expression (mood) of an aural example</li> <li>Determine the order and organization of an aural example</li> <li>Determine the possible origin of an aural example (e.g., location and time)</li> <li>Characterize the use of music by its intended function (purpose) and its intended audience</li> <li>Use musical terminology to describe their personal response to musical example</li> </ul> | <ul style="list-style-type: none"> <li>AB/*binary</li> <li>ABA/*ternary</li> <li>Rondo</li> <li>first and second endings</li> <li>repeat signs</li> <li>Coda</li> <li>two-part songs</li> <li>theme and variation</li> <li>DC/Fine ☐ DS al coda/Fine</li> <li>AABA/song form</li> <li>fugue</li> </ul> | <ul style="list-style-type: none"> <li>Listen to music and identify different types of forms</li> <li>Identify what is the purpose for specific types of music i.e. intended audience</li> <li>Identify the origin of music</li> <li>Prepare and perform classroom music using specific form guidelines such as repeats, endings and codas</li> <li>Describe personal response to example of music using musical terminology</li> </ul> |
| <b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>  |  |   |
| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>  | <b>STUDENT LEARNING TASK</b>   | <b>DOK TARGET</b><br><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking,  |

|   |   |   |
|---|---|---|
|   |   | 4=Extended Thinking)  |
| <ul style="list-style-type: none"> <li>● Provide listening examples of different styles of forms.</li> <li>● Select music that varies in form, origin and intended audience</li> <li>● Choose repertoire for performance that introduces and reinforces diverse cultures and genres of music</li> <li>● Choose repertoire for performance that introduces and reinforces repeats, 1<sup>st</sup> and 2<sup>nd</sup> endings, codas</li> <li>● Students perform for their peers to evaluate</li> </ul> | <ul style="list-style-type: none"> <li>● <b>Identify different forms by listening to music</b></li> <li>● <b>Perform music in different forms</b></li> <li>● <b>Perform music that utilizes repeats, 1<sup>st</sup> and 2<sup>nd</sup> endings and codas</b></li> <li>● <b>Recognize when music changes and define the change that occurred.</b></li> <li>● <b>Listen to peer performances and provide feedback</b></li> <li>● <b>Reflect on musical examples using musical terminology to provide personal response</b></li> </ul> | 1,2,3,4   |
| <b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>   |   |   |
| <b>ASSESSMENT DESCRIPTION</b>   | <b>FORMATIVE OR SUMMATIVE?</b>  | <b>DOK TARGET</b><br><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>● Observe students in class, provides feedback to group or individuals based on observations</li> <li>● Listen to students individually, provide feedback, modeling appropriate technique</li> <li>● Record performances and have students reflect</li> <li>● Have students submit playing examples they record themselves for evaluations, provide feedback</li> <li>● Call and response with teacher modeling and</li> </ul>                                 | Formative<br><br>Summative  | 1,2,3,4   |



|  |  |  |
|--|--|--|
| students responding <ul style="list-style-type: none"> <li>Students provide personal reflections on musical examples recorded by self or others varying musicians</li> </ul> |  |  |
|--|--|--|

**HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?**

*Possible Interventions*

| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>  | <b>STUDENT LEARNING TASK</b>   | <b>DOK TARGET</b><br><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|--|--|---|
| <ul style="list-style-type: none"> <li>Isolate the area of concern, breaking down into smaller elements of form</li> <li>Provide additional modeling</li> <li>Provide alternative listening examples via instructional videos and supplemental material</li> <li>Facilitate opportunities for advanced students to assist struggling students</li> <li>Provide opportunities for students to meet with instructor for additional assistance</li> <li>Recommend private lessons.</li> </ul> | <ul style="list-style-type: none"> <li>Retake playing tests</li> <li>Use feedback to adjust reflections and re-submit</li> <li>Increased practice at home</li> <li>Seek additional assistance from instructor</li> <li>Seek private instruction from a professional</li> </ul> | 1,2,3,4   |

**HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?**

*Possible Extensions/Enrichments*

| <b>INSTRUCTIONAL ACTIVITY/METHOD</b> | <b>STUDENT LEARNING TASK</b> | <b>DOK TARGET</b><br><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, |
|--------------------------------------|------------------------------|--|
|                                      |                              |  |

|   |   |                      |
|---|---|----------------------|
|   |   | 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>• Provide opportunities for students to assist other students who are struggling</li> <li>• Provide students with higher grade level form and analysis exercises</li> <li>•</li> </ul> | <ul style="list-style-type: none"> <li>• Helps peers who are struggling</li> <li>• Focuses on more difficult grade level exercises and advanced concepts</li> <li>• Attend live performance and evaluate music performed</li> </ul> | 1,2,3,4              |

### PROFICIENCY SCALES FOR THIS STANDARD

| STANDARD: |  |  |
|-----------|--|--|
| SCORE     | DESCRIPTION  | SAMPLE TASKS   |
| 4.0       | <b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.</b>  | <ul style="list-style-type: none"> <li>• Compose music with varying form</li> <li>• Provide critique for peers</li> </ul>  |
| 3.5       | In addition to score 3.0 performance, in-depth inferences and applications with partial success.   |  |
| 3.0       | <b>The student:</b> <ul style="list-style-type: none"> <li>• Recognize and identify changes in music in relation to form</li> <li>• Identify different sections of a composition</li> <li>• Recognize and accurately perform repeats signs and endings</li> <li>• Recognize and accurately perform coda</li> <li>• Use musical terminology to describe personal response to musical performance</li> </ul> <b>The student exhibits no major errors or omissions.</b> | <ul style="list-style-type: none"> <li>• Prepare a perform music in class with varying forms</li> <li>• Prepare and perform music in class that has repeats signs, different endings and coda</li> <li>• Reflect on musical performance</li> </ul> |
| 2.5       | No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content  |  |
| 2.0       | <b>There are no major errors or omissions regarding the simpler details and processes as the student:</b>  | <ul style="list-style-type: none"> <li>• Recall terminology</li> <li>• Infrequently demonstrate some, but not all</li> </ul>   |

|            |   |  |
|------------|---|--|
|            | <ul style="list-style-type: none"> <li>Recognizes or recalls specific terminology, such as: AB , ABA, Canon, Ostinati, Verse/refrain, Repeat Sign, Partner Songs, Rondo, First and Second Endings, Blues, Coda, Theme and variation , DC/Fine, DS al coda/ Fine coda, fine</li> <li>Performs basic processes, such as: <ul style="list-style-type: none"> <li>Listen and discuss musical opposites</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p> | playing abilities during rehearsal/performance |
| <b>1.5</b> | Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content  |  |
| <b>1.0</b> | <b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>  |  |
| <b>LND</b> | <b>Even with help, no understanding or skill demonstrated.</b>  |  |

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| <b>OBJECTIVE # 2</b>   | Develop and apply knowledge and skills to listen to, analyze, and describe musical characteristics, events, and descriptors |  |
| <b>REFERENCES/STANDARDS</b><br><i>i.e. GLE/CLE/MLS/NGSS</i>  | <ul style="list-style-type: none"> <li>AP2A</li> </ul>  |  |
| <b>WHAT SHOULD STUDENTS...</b>   |   |  |
| <b>UNDERSTAND?</b><br><br><i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>                                       | <b>KNOW?</b><br><br><i>Facts, Names, Dates, Places, Information,</i><br><br><i>ACADEMIC VOCABULARY</i>                      | <b>BE ABLE TO DO?</b><br><br><i>Skills; Products</i>   |
| <ul style="list-style-type: none"> <li>Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with</li> </ul> | <ul style="list-style-type: none"> <li>Form/Analysis</li> <li>Tone quality</li> <li>Expression/phrasing</li> </ul>          | <ul style="list-style-type: none"> <li>Recognize the difference between quality and non-quality performance</li> <li>Use a criteria of musical elements to describe</li> </ul> |

|  |   |   |
|--|---|---|
| <p>regard to the following musical elements:<br/>tone quality, expression/phrasing, rhythmic accuracy, pitch accuracy, part acquisition, blend/balance, diction/articulation, style, posture/stage presence</p> <ul style="list-style-type: none"> <li>● Use musical terminology to describe their personal response to musical example</li> </ul> | <ul style="list-style-type: none"> <li>● Rhythmic Accuracy</li> <li>● Pitch Accuracy</li> <li>● Part acquisition</li> <li>● Blend/balance</li> <li>● Diction/Articulation</li> <li>● Style</li> <li>● Posture/Stage PResence</li> </ul> | <p>the difference between quality and non-quality performance</p> <ul style="list-style-type: none"> <li>● Self – asses personal perofrmance</li> <li>● Describe personal response to example of music using musical terminology</li> </ul> |
|--|---|---|

**FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING**

| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>  | <b>STUDENT LEARNING TASK</b>   | <b>DOK TARGET</b><br><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|--|--|---|
| <ul style="list-style-type: none"> <li>● <b>Provide instructional materials that introduce and reinforce the musical elements to use for distinguishing between quality and non-quality performance</b></li> <li>● <b>Model examples of quality and non-quality performance</b></li> <li>● <b>Provide listening examples of quality and non-quality performance</b></li> <li>● Students provide personal reflections on musical examples recorded by self or others varying musicians</li> </ul> | <ul style="list-style-type: none"> <li>● <b>Identify proper and improper tone quality</b></li> <li>● <b>Identify proper and improper expression/phrasing</b></li> <li>● <b>Identify proper and improper rhythmic and pitch accuracy</b></li> <li>● <b>Identify proper and improper Part acquisition and balance/blende</b></li> <li>● <b>Identify proper and improper diction/articulation, style</b></li> <li>● <b>Identify proper and improper posture/stage presence</b></li> </ul> | <p>1,2,3,4</p>  |

**HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?**

| <b>ASSESSMENT DESCRIPTION</b> | <b>FORMATIVE OR SUMMATIVE?</b> | <b>DOK TARGET</b> |
|-------------------------------|--------------------------------|-------------------|
|-------------------------------|--------------------------------|-------------------|

|   |  |   |
|---|--|---|
|   |  | (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)                      |
| <ul style="list-style-type: none"> <li>● Observe student performing in class</li> <li>● Individual playing tests</li> <li>● Submissions of written compositions or arrangements</li> <li>● Submissions of recorded compositions or arrangements</li> <li>● Students reflect on formal and informal performances</li> </ul>  | <p>Formative</p> <p>Summative</p>  | 1,2,3,4   |
| <b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b><br><i>Possible Interventions</i>   |  |   |
| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>   | <b>STUDENT LEARNING TASK</b>   | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>● Provide supplemental materials for additional study</li> <li>● Provide additional listening examples</li> <li>● Commission guest speakers/performers</li> <li>● Take students to live performances where improvisation is modeled</li> <li>● Provide opportunity for additional instruction outside of class time</li> </ul> | <ul style="list-style-type: none"> <li>● Increased practice at home</li> <li>● Increased study of guidelines for musical composition using supplemental materials</li> <li>● Opportunity to re-submit after making adjustments based on feedback from instructor</li> <li>● Seek additional help from instructor outside of class time</li> <li>● Attend live performance or increased research into different listening examples</li> </ul> | 1,2,3,4   |

**HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?**

*Possible Extensions/Enrichments*

| <b>INSTRUCTIONAL ACTIVITY/METHOD</b>   | <b>STUDENT LEARNING TASK</b>  | <b>DOK TARGET</b><br><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|--|---|---|
| <ul style="list-style-type: none"><li>● Student can assist teacher with other students who are struggling</li><li>● Student can perform additional materials for the class to evaluate</li><li>● Work ahead of the class with advanced supplemental materials that expand the knowledge of specified guidelines beyond the current grade level</li></ul> | <ul style="list-style-type: none"><li>● Help other students</li><li>● Perform additional music</li><li>● Take private lessons for additional in-depth instruction into advanced methods</li></ul> | 1,2,3,4   |

**PROFICIENCY SCALES FOR THIS STANDARD**

| <b>STANDARD:</b> |  |  |
|------------------|--|--|
| <b>SCORE</b>     | <b>DESCRIPTION</b>   | <b>SAMPLE TASKS</b>  |
| <b>4.0</b>       | <b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.</b>  | •  |
| <b>3.5</b>       | In addition to score 3.0 performance, in-depth inferences and applications with partial success.   |  |
| <b>3.0</b>       | <p><b>The student:</b></p> <ul style="list-style-type: none"> <li>• Recognize and identify quality and non-quality performance</li> <li>• Use criteria of musical elements to describe differences</li> <li>• Use musical terminology to describe personal response to musical performance</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>   | <ul style="list-style-type: none"> <li>• <b>Listening to and evaluating various musical performance</b></li> <li>• <b>Performing for peers and engaging in peer evaluation</b></li> <li>• <b>Reflect on musical performance</b></li> </ul> |
| <b>2.5</b>       | No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content  |  |
| <b>2.0</b>       | <p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• Define the terminology: Form and analysis, tone quality, rhythmic accuracy, pitch accuracy, part acquisition, balance/blend, diction/articulation, stage presence</li> <li>• Perform basic processes such as:               <ul style="list-style-type: none"> <li>○ Identify inaccuracy in performance</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p> | <ul style="list-style-type: none"> <li>• Recall</li> <li>• Infrequently demonstrate some, but not all playing abilities during rehearsal/performance</li> </ul>  |

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|     |  |  |
| 1.5 | Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content   |  |
| 1.0 | <b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b> |  |
| LND | Even with help, no understanding or skill demonstrated.  |  |



**Content Area: Instrumental Music**

**Course: 9-12 Band**

**Unit Title: Interdisciplinary Connections**

**Unit Duration: Ongoing**

|   |  |
|---|--|
| <p><b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b></p> <ul style="list-style-type: none"> <li>● Method Book</li> <li>● Teacher Direction</li> <li>● Real-Life situational experiences</li> <li>● Repertoire</li> </ul>      | <p><b>BIG IDEA(S):</b></p> <ul style="list-style-type: none"> <li>● Making connections between music and non-arts disciplines</li> <li>● Making connections between music and related arts and humanities</li> </ul>   |
| <p><b>ENDURING UNDERSTANDINGS:</b></p> <ul style="list-style-type: none"> <li>● Develop and apply the knowledge and skills to understand the relationships between music, the other arts, and disciplines outside the arts</li> </ul> | <p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>● What are the similarities and differences between music and other subjects</li> <li>● What skills learned in music ensembles are essential to contributing to society outside of musical contribution</li> <li>● How do the roles of composers and performers compare and contrast roles of individuals in society outside of music</li> </ul> |
| <p><b>WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?</b></p>   |  |



Standards, Concepts, Content, Skills, Products, Vocabulary

| Standards, Concepts, Content, Skills, Products, Vocabulary  |   |  |                     |
|---|---|--|---------------------|
| REFERENCE/STANDARD<br><i>i.e. GLE/CLE/MLS/NGSS</i>  | STANDARDS: Content specific standards that will be addressed in this unit.  | MAJOR STANDARD   | SUPPORTING STANDARD |
| GLE IC 1A 9-12  | Compare the uses of characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and different cultures<br>Explain how the roles of creators, performers, and others involved in the production and presentation of the arts are similar to and different from one another in the various arts<br>Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures | X  | X                   |
| GLE 1B 9-12   | List several skills learned in ensembles and relate them to those skills needed in areas such as the work force, church or community group, and other school groups   | X  | X                   |
| <b>OBJECTIVE # 1</b>  | <b>Develop and apply the knowledge and skills to understand the relationships between music, the other arts, and disciplines outside the arts</b>   |  |                     |
| <b>REFERENCES/STANDARDS</b><br><i>i.e. GLE/CLE/MLS/NGSS</i>   | IC1A, IC1B  |  |                     |
| WHAT SHOULD STUDENTS...   |   |  |                     |
| UNDERSTAND?   | KNOW?   | BE ABLE TO DO?   |                     |
| <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>  | <i>Facts, Names, Dates, Places, Information,</i><br><br><i>ACADEMIC VOCABULARY</i>  | <i>Skills; Products</i>  |                     |
| <ul style="list-style-type: none"> <li>Compare the uses of characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and different cultures</li> <li>Explain how the roles of creators, performers, and others involved in the</li> </ul> | <ul style="list-style-type: none"> <li>Arts</li> <li>Principles</li> <li>Disciplines</li> <li>Imagination</li> <li>Unity</li> <li>Repetition</li> </ul>   | <ul style="list-style-type: none"> <li>Demonstrate the ability to use proper criteria to Compare and contrast characteristic elements, Compare the uses of characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and different cultures</li> </ul> |                     |

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|--|--|---|
| <p>production and presentation of the arts are similar to and different from one another in the various arts</p> <ul style="list-style-type: none"> <li>• Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures</li> <li>• List several skills learned in ensembles and relate them to those skills needed in areas such as the work force, church or community group, and other school groups</li> </ul> | <ul style="list-style-type: none"> <li>• Compare</li> <li>• Contrast</li> <li>• Characteristic Materials of each Art:</li> <li>• Music – Sound</li> <li>• Art - Visual Stimuli</li> <li>• Dance – Movement</li> <li>• Theater - Human</li> <li>• Interrelationships</li> </ul> | <ul style="list-style-type: none"> <li>• Using appropriate vocabulary and criteria, Explain how the roles of creators, performers, and others involved in the production and presentation of the arts are similar to and different from one another in the various arts</li> <li>• Using appropriate vocabulary and criteria, Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures</li> <li>• Recognize and describe personal skills learned in ensembles and relate them to those skills needed in areas such as the work force, church or community group, and other school groups</li> </ul> |
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**FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING**

| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>  | <b>STUDENT LEARNING TASK</b>   | <b>DOK TARGET</b><br><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|--|--|---|
| <ul style="list-style-type: none"> <li>• <b>Provide varying musical examples to show differing characteristics and how they relate to different cultures and historical periods</b></li> <li>• <b>Compare the role of composers and performers to other real life situations of team work and roles in the society</b></li> <li>• <b>Provide varying music examples of different cultures and historical periods to show their evolution, differences and</b></li> </ul> | <ul style="list-style-type: none"> <li>• Listen to and learn songs which have corresponding art pieces of the same topic.</li> <li>• Discussions on how a composer and artist are presenting their thoughts about the same topic.</li> <li>• Listen to and learn songs that demonstrate the relationship between music and other subject areas</li> <li>• Learn the relationship of music and</li> </ul> | <p>1, 2, and 3</p>  |

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|---|--|---|
| <p><b>similarities</b></p> <ul style="list-style-type: none"> <li>● Reinforce skills necessary for musicians that transfer to appropriate contribution to society outside of music.</li> </ul>  | <p>other subject areas</p>   |   |
| <p><b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b></p>  |  |   |
| <p><b>ASSESSMENT DESCRIPTION</b></p>  | <p><b>FORMATIVE OR SUMMATIVE?</b></p>  | <p><b>DOK TARGET</b><br/>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)</p> |
| <ul style="list-style-type: none"> <li>● Observe classroom activities</li> <li>● Group discussions</li> <li>● Student written reflections and presentations</li> <li>● Provide listening examples that connect music to different origins significant to other disciplines</li> </ul> | <p>Formative</p> <p>Summative</p>  | <p>1, 2, 3</p>  |
| <p><b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b></p> <p><i>Possible Interventions</i></p>  |  |   |
| <p><b>TEACHER INSTRUCTIONAL ACTIVITY</b></p>  | <p><b>STUDENT LEARNING TASK</b></p>  | <p><b>DOK TARGET</b><br/>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)</p> |
| <ul style="list-style-type: none"> <li>● Allow more time for individual testing.</li> <li>● Teacher can continue to reteach and review new concepts, techniques and vocabulary with the class.</li> </ul>   | <ul style="list-style-type: none"> <li>● Continued study using supplemental materials</li> <li>● Use feedback to adjust reflections and compositions for resubmission</li> </ul> | <p>1, 2, 3</p>  |

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| <ul style="list-style-type: none"> <li>● Connect students through group discussions</li> <li>● Provide additional listening examples</li> <li>● Provide feedback to written submissions</li> </ul> | <ul style="list-style-type: none"> <li>● Seek additional time with instructor outside of class for further discussion</li> <li>● Increase practice outside of school.</li> </ul> |  |
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**HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?**

*Possible Extensions/Enrichments*

| <b>INSTRUCTIONAL ACTIVITY/METHOD</b>   | <b>STUDENT LEARNING TASK</b>  | <b>DOK TARGET</b><br><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|--|---|---|
| <ul style="list-style-type: none"> <li>● Pair student with a struggling student and allow them to help a peer gain understanding</li> <li>● Have them prepare a presentation to the class concerning interdisciplinary connections.</li> <li>● Provide opportunities for students to shadow other individuals within the school</li> </ul> | <ul style="list-style-type: none"> <li>● Helping students in the class</li> <li>● Presenting examples of interdisciplinary connections</li> <li>● Students shadow other individuals in the school and compare their responsibilities to their musical responsibilities</li> </ul> | 1, 2, 3   |

**PROFICIENCY SCALES FOR THIS STANDARD**

| <b>STANDARD: Reading Standard Rhythmic Notation</b> |   |   |
|---|---|---|
| <b>SCORE</b>  | <b>DESCRIPTION</b>  | <b>SAMPLE TASKS</b>   |
| <b>4.0</b>  | <b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.</b>   | <ul style="list-style-type: none"> <li>● Assist other students who are struggling</li> <li>● Expand to researching additional advanced interdisciplinary connections</li> </ul>   |
| <b>3.5</b>  | In addition to score 3.0 performance, in-depth inferences and applications with partial success.  |   |
| <b>3.0</b>  | <p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>● Compare and contrast art and music pieces by using previously learned vocabulary.</li> <li>● Use grade level appropriate terms to describe how music can relate with other subjects</li> <li>● Use grade level appropriate language to describe terms used in both music and other subject areas</li> <li>● Transform one characteristic material from one art form into another</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>                             | <ul style="list-style-type: none"> <li>● Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures</li> <li>● Discuss the relationships between interpreting music notation and interpreting written language</li> </ul> |
| <b>2.5</b>  | No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content   |   |
| <b>2.0</b>  | <p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● Recognizes or recalls specific terminology, such as:             <ul style="list-style-type: none"> <li>○ Arts, Principles, Disciplines, Imagination, Unity, Repetition, Compare, Contrast, Characteristic Materials of each Art:                 <ul style="list-style-type: none"> <li>▪ Music – Sound</li> <li>▪ Art - Visual Stimuli</li> <li>▪ Dance – Movement</li> </ul> </li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>● Recall terminology</li> <li>● Infrequently demonstrate some but not all of the basic playing qualities during rehearsal and/or performance.</li> </ul>   |

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|            | <ul style="list-style-type: none"> <li>▪ Theater – Human Interrelationships</li> <li>• With help, compare and contrast art and music pieces</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p> |  |
| <b>1.5</b> | Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content   |  |
| <b>1.0</b> | <b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>   |  |
| <b>LND</b> | <b>Even with help, no understanding or skill demonstrated.</b>   |  |



**Content Area: Instrumental Music**

**Course: 9-12 Band**

**Unit Title: Historic and Cultural Contexts**

**Unit Duration: Ongoing**

|  |  |
|--|--|
| <p><b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b></p> <ul style="list-style-type: none"> <li>• Method Books</li> <li>• Teacher Direction</li> <li>• Repertoire</li> </ul> | <p><b>BIG IDEA(S):</b></p> <ul style="list-style-type: none"> <li>• Different styles and genres of music</li> <li>• Historical and cultural effect on music</li> </ul>   |
| <p><b>ENDURING UNDERSTANDINGS:</b></p> <ul style="list-style-type: none"> <li>• Develop and apply the knowledge and skills to understand works of art in time and place</li> </ul>   | <p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>• How is music different based on historical period or culture</li> <li>• What are the different styles and genres of music?</li> <li>• How does the origin or intended audience effect the style of music?</li> </ul> |

- What is music's role/function in different cultures and historical periods

**WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?**

Standards, Concepts, Content, Skills, Products, Vocabulary

| REFERENCE/STANDARD<br><i>i.e. GLE/CLE/MLS/NGSS</i>          | STANDARDS: Content specific standards that will be addressed in this unit.   | MAJOR STANDARD | SUPPORTING STANDARD |
|---|--|----------------|---------------------|
| GLE HCC1A 9-12  | Identify genre or style from various historical periods through listening to selected ensemble repertoire  | X              | X                   |
| GLE HCC1B 9-12  | Conclude possible origin and/or historical period of an aural example by applying artistic perceptions to selected musical examples<br>Describe the historical significance of selected musical literature   | X              | X                   |
| GLE HCC1C 9-12  | Categorize the function of music being performed in relation to its function in society or history   | X              | X                   |
| GLE HCC1D 9-12  | Compare and contrast music and music related vocations and avocations<br>Cite well-known composers and/or performers of various styles and periods specific to ensemble repertoire<br>Cite well-known performers specific to student's instrument and/or voice |                | X                   |
| <b>OBJECTIVE # 1</b>  | Develop and apply the knowledge and skills to understand music's role and function in various cultures, and careers in music.  |                |                     |
| <b>REFERENCES/STANDARDS</b><br><i>i.e. GLE/CLE/MLS/NGSS</i> | <ul style="list-style-type: none"> <li>• HCC1A, HCC1B</li> </ul>   |                |                     |

**WHAT SHOULD STUDENTS...**

| UNDERSTAND?<br><i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>             | KNOW?<br><i>Facts, Names, Dates, Places, Information,</i><br><b>ACADEMIC VOCABULARY</b> | BE ABLE TO DO?<br><i>Skills; Products</i>                  |
|---|---|--|
| <ul style="list-style-type: none"> <li>• Students will identify characteristics of teacher selected genres or styles and</li> </ul> | <ul style="list-style-type: none"> <li>• Genre</li> <li>• Style</li> </ul>              | Students will learn the traits of selected styles of music |

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|--|---|--|
| <p>describe how elements of music are utilized in a variety of historical music periods</p> <ul style="list-style-type: none"> <li>Describe historical significance of different music</li> </ul>  | <ul style="list-style-type: none"> <li>Secular</li> <li>Sacred</li> <li>Multicultural music</li> <li>Historic Music Periods</li> </ul>  | <p>Describe the function of music in various historical periods, settings, and cultural events</p> <p>Students will perform music from various historical periods, settings, and cultural events</p> |
| <b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>  |   |  |
| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>  | <b>STUDENT LEARNING TASK</b>  | <b>DOK TARGET</b>  |
|  |   | (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)   |
| <ul style="list-style-type: none"> <li>Utilize instrumental music that demonstrates different styles and musical traits</li> <li>Utilize listening examples that are popular of different genres of music</li> <li>Identify the types of characteristic instruments used to perform each genre of music</li> <li>Have students research music in specific historical periods to identify its significance</li> </ul> | <ul style="list-style-type: none"> <li>Students will learn various genres of music</li> <li>Students will learn and play music to learn how elements of music are used in various styles of music.</li> <li>Students will identify (visually and aurally) the different characteristic instruments found in each genre</li> <li>Write or present research based evidence of music’s historical significance to different periods of time and different cultures.</li> </ul> | 1,2,3,4  |
| <b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>  |   |  |
| <b>ASSESSMENT DESCRIPTION</b>  | <b>FORMATIVE OR SUMMATIVE?</b>  | <b>DOK TARGET</b>  |
|  |   | (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)   |



|   |                                   |                |
|---|-----------------------------------|----------------|
| <ul style="list-style-type: none"> <li>• Teacher listens for musical growth through informal discussions in class.</li> <li>• Compare/contrast styles</li> <li>• Students are evaluated through group discussions and responses to questions as teacher listens and observes for growth in musical elements used in various styles.</li> <li>• Evaluate written research submissions or in class research presentations/projects</li> </ul> | <p>Formative</p> <p>Summative</p> | <p>1,2,3,4</p> |
|---|-----------------------------------|----------------|

**HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?**

*Possible Interventions*

| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>  | <b>STUDENT LEARNING TASK</b>  | <b>DOK TARGET</b><br><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|--|---|---|
| <ul style="list-style-type: none"> <li>• Work one on one with student as time allows</li> <li>• Practice and reteach whole group, breaking down vocabulary/skill</li> <li>• Modify songs and musical examples by using short, simple examples</li> <li>• Provide feedback for improvement of written submissions or in-class presentations/projects</li> </ul> | <ul style="list-style-type: none"> <li>• Work with partner to share and discuss examples</li> <li>• Work with partner, discussing characteristics of styles</li> <li>• Use feedback to make adjustments and re-submit written compositions</li> </ul> | <p>1,2,3,4</p>  |

**HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?**

*Possible Extensions/Enrichments*

| INSTRUCTIONAL ACTIVITY/METHOD  | STUDENT LEARNING TASK   | DOK TARGET<br><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|--|---|--|
| <ul style="list-style-type: none"> <li>● Guide students through a timeline of historical periods in music</li> <li>● Assign report on the musical characteristics of a particular culture</li> <li>● Engage students in additional research</li> </ul> | <ul style="list-style-type: none"> <li>● Students create a timeline of historical periods in music and feature 1-2 composers per time period</li> <li>● Complete a report on the musical characteristics of a specific culture</li> </ul> | 1,2,3,4  |

**PROFICIENCY SCALES FOR THIS STANDARD**

| STANDARD: |   |   |
|-----------|---|---|
| SCORE     | DESCRIPTION   | SAMPLE TASKS  |
| 4.0       | <b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.</b>   | <ul style="list-style-type: none"> <li>● Students visit a cultural event where music is utilized and provide a brief description of musical elements used in the culture</li> </ul>     |
| 3.5       | In addition to score 3.0 performance, in-depth inferences and applications with partial success.  |   |
| 3.0       | <b>The student:</b> <ul style="list-style-type: none"> <li>● Students will learn the traits of selected styles of music</li> <li>● Describe the function of music in various settings and cultural events                             <ul style="list-style-type: none"> <li>● Describe music’s historical and cultural significance</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>● Students will identify characteristics of teacher selected genres or styles and describe how elements of music are utilized in each</li> </ul> |

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|            | <b>The student exhibits no major errors or omissions.</b>   |  |
| <b>2.5</b> | No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content   |  |
| <b>2.0</b> | <p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <li>○ Genre, Style, Secular, Sacred, Multicultural music, Historic Music Periods</li> </ul> </li> <li>● Performs basic processes, such as: <ul style="list-style-type: none"> <li>○ with help, identify instruments used in various settings and cultural events</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p> | <ul style="list-style-type: none"> <li>● Recall terminology</li> </ul> |
| <b>1.5</b> | Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content  |  |
| <b>1.0</b> | <b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>  |  |
| <b>LND</b> | <b>Even with help, no understanding or skill demonstrated.</b>  |  |

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| <b>OBJECTIVE # 2</b>  | Develop and apply the knowledge and skills to understand music’s role and function in various cultures, and careers in music.  |  |
| <b>REFERENCES/STANDARDS</b><br><br><i>i.e. GLE/CLE/MLS/NGSS</i>   | <ul style="list-style-type: none"> <li>• HHC1C6, HHC1D6</li> </ul>   |  |
| <b>WHAT SHOULD STUDENTS...</b>  |  |  |
| <b>UNDERSTAND?</b><br><br><i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>  | <b>KNOW?</b><br><br><i>Facts, Names, Dates, Places, Information,</i><br><br><i>ACADEMIC VOCABULARY</i>   | <b>BE ABLE TO DO?</b><br><br><i>Skills; Products</i>   |
| <ul style="list-style-type: none"> <li>• Students will describe the function of music in various settings and cultural events</li> <li>• Students will understand differing listening behaviors and what a musical experience for a particular genre would be like.</li> <li>• Students will understand that people earn a living through music and that education and musical skills are requirements for that career.</li> </ul> <p>Categorize the function of music being performed in relation to its function in society or history<br/>Compare and contrast music and music related vocations and avocations<br/>Cite well-known composers and/or performers of various styles and periods specific to ensemble repertoire<br/>Cite well-known performers specific to student’s instrument and/or voice</p> | <ul style="list-style-type: none"> <li>• Cultural Settings</li> <li>• Musical Experience</li> <li>• Secular</li> <li>• Sacred</li> <li>• Multicultural Music</li> <li>• Career</li> <li>• Compare</li> <li>• Contrast</li> </ul> | <ul style="list-style-type: none"> <li>• Describe the function of music in various settings and cultural events</li> <li>• Discuss and demonstrate appropriate listening behavior for various types of performances</li> <li>• Document understanding of musical experiences.</li> <li>• Compare and contrast a variety of musical careers.</li> </ul> <p>Identify composers and performers related to styles of music being performed in class<br/>Identify composers and performers who are specific to student’s instrument</p> |
| <b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>   |  |  |
| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>   | <b>STUDENT LEARNING TASK</b>   | <b>DOK TARGET</b>  |

|  |   |  |
|--|---|--|
|  |   | (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>Utilize music and musical examples used in various events and cultures.</li> <li>Demonstrate and practice best concert behavior.</li> <li>Have students experience a live musical performance</li> <li>Invite a guest musician or student teacher to speak</li> <li>Have students engage in research concerning composers and performers specific to instrument or music being performed</li> <li>Use worksheets or group discussion to identify different uses of music being performed</li> </ul> | <ul style="list-style-type: none"> <li>Listen to and learn songs used at particular events and in various cultures.</li> <li>Watch or attend a musical concert to observe best concert behavior.</li> <li>Listen to and ask questions of a guest musician or student teacher</li> <li>Written compositions or aural presentations of evidence based research concerning composers and performers specific to instrument or music being performed</li> <li>Categorize different uses and functions of music</li> </ul> | 1,2,3,4  |

**HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?**

| <b>ASSESSMENT DESCRIPTION</b>  | <b>FORMATIVE OR SUMMATIVE?</b> | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|--|--------------------------------|---|
| <ul style="list-style-type: none"> <li>Informal discussion of how and why certain music is performed at particular events</li> <li>Observation</li> <li>Compare/contrast appropriate concert behavior</li> <li>Compare/ contrast different musical performances and the role of the observer and overall experience</li> </ul> | Formative<br><br>Summative     | 1,2,3   |

|  |  |   |
|--|--|---|
| <ul style="list-style-type: none"> <li>Evaluate written submissions or aural presentations of research based evidence concerning composers and performers specific to instrument or music being performed</li> <li>Confirm or correct responses to functions of different types of music</li> </ul>                        |  |   |
| <b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b><br><i>Possible Interventions</i>  |  |   |
| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>  | <b>STUDENT LEARNING TASK</b>   | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>Demonstrate inappropriate use of music at an event and explain why</li> <li>Practice appropriate and inappropriate concert behavior</li> <li>Work one on one with student as time allows.</li> <li>Practice and reteach whole group, breaking down vocabulary and skill.</li> </ul> | <ul style="list-style-type: none"> <li>Role play</li> <li>Work with partner to discuss roles of composer and conductor</li> </ul> Work in small groups to identify different composers and performers specific to instrument and music performed | 1,2,3   |
| <b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b><br><i>Possible Extensions/Enrichments</i>   |  |   |
| <b>INSTRUCTIONAL ACTIVITY/METHOD</b>   | <b>STUDENT LEARNING TASK</b>   | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |

|   |  |         |
|---|--|---------|
| <ul style="list-style-type: none"> <li>• Help students create an event and choose music for that event.</li> <li>• Write a list of concert rules.</li> <li>• Provide students opportunity to be a conductor</li> <li>• Interview a musician or music teacher</li> </ul> | <ul style="list-style-type: none"> <li>• Students role play their event with the music.</li> <li>• Students present concert rule list during their concert</li> <li>• Students will conduct the group a short melody or rhythm</li> <li>• Report findings of interview to the class</li> </ul> | 1,2,3,4 |
|---|--|---------|

**PROFICIENCY SCALES FOR THIS STANDARD**

| STANDARD: |   |   |
|-----------|---|---|
| SCORE     | DESCRIPTION   | SAMPLE TASKS  |
| 4.0       | <b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.</b>   | <ul style="list-style-type: none"> <li>• Students shadow a composer or performer</li> <li>• Students plan an event that requires specific music</li> </ul>  |
| 3.5       | In addition to score 3.0 performance, in-depth inferences and applications with partial success.  |   |
| 3.0       | <p><b>The student:</b></p> <ul style="list-style-type: none"> <li>• Categorize the function of music in various settings and cultural events. Identify composers and performers specific to instrument or music</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p> | <ul style="list-style-type: none"> <li>• Students will understand differing listening behaviors and what a musical experience for a particular genre would be like.</li> <li>• Students will understand that people earn a living through music and that education and musical skills are requirements for that career.</li> </ul> <p>Students will research their instrument and music the class is performing to determine it's function and identify composers and performers that are specific to the content</p> |
| 2.5       | No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content   |   |
| 2.0       | <p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• Recognizes or recalls specific terminology, such as:</li> </ul>   | <ul style="list-style-type: none"> <li>• Recall terminology</li> </ul>  |

|            |  |  |
|------------|--|--|
|            | <ul style="list-style-type: none"> <li>o Cultural Settings, Musical Experience, Secular, Sacred, Multicultural Music, American/ Patriotic, Opera, Ballet, Career</li> <li>● Performs basic processes, such as: <ul style="list-style-type: none"> <li>o Demonstrate appropriate listening behavior in the classroom</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p> |  |
| <b>1.5</b> | Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content   |  |
| <b>1.0</b> | <b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>   |  |
| <b>LND</b> | <b>Even with help, no understanding or skill demonstrated.</b>   |  |



**CONTENT AREA: Instrumental Music - Jazz**

**COURSE: 9<sup>th</sup> to 12<sup>th</sup> Grade Band**

**UNIT TITLE: Artistic Perceptions**

**UNIT DURATION: Ongoing**

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| <p><b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b></p> <ul style="list-style-type: none"> <li>● Method Book</li> <li>● Teacher Direction</li> <li>● Repertoire</li> </ul>   | <p><b>BIG IDEA(S):</b></p> <ul style="list-style-type: none"> <li>● Evaluate music and be able to describe the key elements of a composition</li> <li>● Identify quality or non quality performances of music</li> </ul>  |
| <p><b>ENDURING UNDERSTANDINGS:</b></p> <ul style="list-style-type: none"> <li>● Develop and apply the knowledge and skills to listen to, analyze, and describe music and musical performance</li> <li>● Develop and apply the knowledge and skills to evaluate music and musical performance</li> </ul> | <p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>● What does “form” mean as related to a piece of music?</li> <li>● What are the essential and background parts of a musical composition?</li> <li>● What elements combine to create a quality musical performance?</li> </ul> |



**WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?**

Standards, Concepts, Content, Skills, Products, Vocabulary

| REFERENCE/STANDARD<br><i>i.e. GLE/CLE/MLS/NGSS</i> | STANDARDS: Content specific standards that will be addressed in this unit.  | MAJOR STANDARD | SUPPORTING STANDARD |
|--|---|----------------|---------------------|
| GLE AP1A 9-12                                      | Identify and analyze forms and composition techniques AB/*binary ABA/*ternary rondo first and second endings repeat signs coda two-part songs theme and variation DC/Fine DS al coda/Fine AABA/song form fugue  | X              |                     |
| GLE AP1B 9-12                                      | Determine the musical means (source) and size of group of an aural example<br><br>Describe the musical expression (mood) of an aural example<br><br>Determine the order and organization of an aural example<br><br>Determine the possible origin of an aural example (e.g., location and time)<br><br>Characterize the use of music by its intended function (purpose) and its intended audience | X              |                     |
| GLE AP2A 9-12                                      | Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements: tone quality expression/phrasing rhythmic accuracy pitch accuracy part acquisition blend/balance diction/articulation style posture/stage presence   | X              |                     |
| GLE AP2B 9-12                                      | Demonstrate the ability to distinguish between quality and non-quality performance through listening, performing, self-assessment, and offer suggestions for improvement  |                | X                   |
| <b>OBJECTIVE # 1</b>                               | Develop and apply the knowledge and skills to listen to, analyze, and describe music and musical performance  |                |                     |

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| <b>REFERENCES/STANDARDS</b><br><br><i>i.e. GLE/CLE/MLS/NGSS</i>   | <ul style="list-style-type: none"> <li>GLE AP1A 9-12, GLE AP1B 9-12</li> </ul>  |   |
| <b>WHAT SHOULD STUDENTS...</b>  |   |   |
| <b>UNDERSTAND?</b><br><br><i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>                                      | <b>KNOW?</b><br><br><i>Facts, Names, Dates, Places, Information,</i><br><br><b>ACADEMIC VOCABULARY</b>  | <b>BE ABLE TO DO?</b><br><br><i>Skills; Products</i>  |
| <ul style="list-style-type: none"> <li>Various musical forms and compositional techniques</li> <li>Aurally identify various elements of a band's performance</li> </ul> | <ul style="list-style-type: none"> <li>Identify and analyze forms and composition techniques: AB/*binary, ABA/*ternary, rondo, first and second endings, repeat signs, coda, two-part songs, theme and variation, DC/Fine, DS al coda/Fine, AABA/song form, fugue</li> <li>Determine the musical means (source) and size of group of an aural example</li> <li>Describe the musical expression (mood) of an aural example</li> <li>Determine the order and organization of an aural example</li> <li>Determine the possible origin of an aural example (e.g., location and time)</li> <li>Characterize the use of music by its intended function (purpose) and its</li> </ul> | <ul style="list-style-type: none"> <li>Describe/define musical forms</li> <li>Understand compositional techniques</li> <li>Identify the form of programmed music</li> </ul> |

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|  | intended audience  |   |
| <b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>  |  |   |
| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>  | <b>STUDENT LEARNING TASK</b>   | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>Utilize music of varying forms to convey the differences in forms.</li> <li>Model different forms for the students.</li> <li>Listen to recordings/videos of professional groups playing different forms.</li> </ul> | <ul style="list-style-type: none"> <li>Listen, learn and play music and warm-up exercises with varying forms</li> <li>Identify music and warm-up exercises with varying forms</li> </ul> | 1,2,3   |
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| <b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>  |  |   |
| <b>ASSESSMENT DESCRIPTION</b>  | <b>FORMATIVE OR SUMMATIVE?</b>   | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>Teacher observation in individual and large group settings</li> <li>Students recording their playing</li> <li>Written assessments</li> </ul>  | Formative<br><br>Summative   | 1,2,3   |
| <b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>   |  |   |
| <i>Possible Interventions</i>  |  |   |
| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>  | <b>STUDENT LEARNING TASK</b>   | <b>DOK TARGET</b>   |

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|   |   | (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)                      |
| <ul style="list-style-type: none"> <li>● One on one work</li> <li>● Practice plans</li> <li>● Re-address on other repertoire</li> <li>● Supplemental exercises</li> </ul>             | <ul style="list-style-type: none"> <li>● Self assessment</li> <li>● At home practice</li> <li>● Written description of a recorded model</li> </ul>  | 1,2,3   |
| <b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b><br><i>Possible Extensions/Enrichments</i>  |   |   |
| <b>INSTRUCTIONAL ACTIVITY/METHOD</b>  | <b>STUDENT LEARNING TASK</b>  | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>● In class mentoring/modeling</li> <li>● Small group leading</li> <li>● Self recording/evaluation</li> <li>● Next level exploration</li> </ul> | <ul style="list-style-type: none"> <li>● Displaying appropriate items in class</li> <li>● Leading/teaching a small group</li> <li>● Self assessment to further their own deficiencies.</li> </ul> | 3,4   |

**PROFICIENCY SCALES FOR THIS STANDARD**

| <b>STANDARD:</b> Develop and apply the knowledge and skills to listen to, analyze, and describe music and musical performance |   |   |
|---|---|---|
| <b>SCORE</b>  | <b>DESCRIPTION</b>  | <b>SAMPLE TASKS</b>   |
| <b>4.0</b>  | <b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.</b>   | <ul style="list-style-type: none"> <li>● Use learned material to create various new forms of music</li> </ul>       |
| <b>3.5</b>  | In addition to score 3.0 performance, in-depth inferences and applications with partial success.  |   |
| <b>3.0</b>  | <p><b>The student:</b></p> <ul style="list-style-type: none"> <li>● Identify and analyze forms and composition techniques</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>   | <ul style="list-style-type: none"> <li>● Listening example analysis</li> <li>● Programmed music analysis</li> </ul> |
| <b>2.5</b>  | No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content   |   |
| <b>2.0</b>  | <p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● Recognizes or recalls specific terminology, such as:                             <ul style="list-style-type: none"> <li>○ Form, composition</li> </ul> </li> <li>● Performs basic processes, such as:                             <ul style="list-style-type: none"> <li>○ Identifying differences in varying musical sections</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p> | <ul style="list-style-type: none"> <li>● Recall terminology</li> </ul>  |

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| <b>1.5</b> | Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content   |  |
| <b>1.0</b> | <b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b> |  |
| <b>LND</b> | <b>Even with help, no understanding or skill demonstrated.</b>   |  |

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| <b>OBJECTIVE # 2</b>  | Develop and apply the knowledge and skills to evaluate music and musical performance   |  |
| <b>REFERENCES/STANDARDS</b><br><i>i.e. GLE/CLE/MLS/NGSS</i>   | <ul style="list-style-type: none"> <li>AP1B 9-12, AP2B 9-12</li> </ul>   |  |
| <b>WHAT SHOULD STUDENTS...</b>  |  |  |
| <b>UNDERSTAND?</b><br><br><i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>                              | <b>KNOW?</b><br><br><i>Facts, Names, Dates, Places, Information,</i><br><br><i>ACADEMIC VOCABULARY</i>   | <b>BE ABLE TO DO?</b><br><br><i>Skills; Products</i>   |
| <ul style="list-style-type: none"> <li>Develop and apply the knowledge and skills to evaluate a quality or non-quality music and musical performance</li> </ul> | <ul style="list-style-type: none"> <li>The musical means (source) and size of group of an aural example</li> <li>The musical expression (mood) of an aural example</li> <li>The order and organization of an aural example</li> <li>The possible origin of an aural example (e.g., location and time)</li> </ul> | <ul style="list-style-type: none"> <li>Identify instruments of an ensemble</li> <li>Evaluate tone quality of an ensemble</li> <li>Suggest improvements to a non-quality performance</li> <li>Use music terminology to describe their personal response to musical example</li> </ul> |

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|   | <ul style="list-style-type: none"> <li>Distinguish between quality and non-quality performance through listening, performing, self-assessment, and offer suggestions for improvement</li> </ul> |   |
| <b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>   |   |   |
| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>   | <b>STUDENT LEARNING TASK</b>  | <b>DOK TARGET</b><br><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>Teacher lead analysis of recorded music</li> <li>Written assignments</li> <li>Self-analysis of recorded performances</li> </ul>              | <ul style="list-style-type: none"> <li>Student analysis of similar music</li> <li>Identifying the elements of quality musical performance</li> </ul>  | 1,2,3,4   |
| <b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>   |   |   |
| <b>ASSESSMENT DESCRIPTION</b>   | <b>FORMATIVE OR SUMMATIVE?</b>  | <b>DOK TARGET</b><br><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>Teacher observation in individual and large group settings</li> <li>Students recording their playing</li> <li>Written assessments</li> </ul> | Formative<br><br>Assessment   | 1,2,3,4   |
| <b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>  |   |   |
| <i>Possible Interventions</i>   |   |   |
| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>   | <b>STUDENT LEARNING TASK</b>  | <b>DOK TARGET</b><br><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |

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| <ul style="list-style-type: none"> <li>• One on one work</li> <li>• Practice plans</li> <li>• Re-address on other repertoire</li> <li>• Supplemental assignments</li> </ul>           | <ul style="list-style-type: none"> <li>• Self assessment</li> <li>• At home practice</li> <li>• Written description of a recorded model</li> </ul>  | 1,2,3,4   |
| <b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b><br><i>Possible Extensions/Enrichments</i>  |   |   |
| <b>INSTRUCTIONAL ACTIVITY/METHOD</b>  | <b>STUDENT LEARNING TASK</b>  | <b>DOK TARGET</b><br><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>• In class mentoring/modeling</li> <li>• Small group leading</li> <li>• Self recording/evaluation</li> <li>• Next level exploration</li> </ul> | <ul style="list-style-type: none"> <li>• Displaying appropriate items in class</li> <li>• Leading/teaching a small group</li> <li>• Self assessment to further their own deficiencies.</li> </ul> | 3,4   |

**PROFICIENCY SCALES FOR THIS STANDARD**

|   |   |  |
|---|---|--|
| <b>STANDARD:</b> Develop and apply the knowledge and skills to evaluate music and musical performance |   |  |
| <b>SCORE</b>  | <b>DESCRIPTION</b>  | <b>SAMPLE TASKS</b>  |
| <b>4.0</b>  | <b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.</b>   | <ul style="list-style-type: none"> <li>• Provide feedback and techniques to improve a non-quality performance</li> </ul>                     |
| <b>3.5</b>  | In addition to score 3.0 performance, in-depth inferences and applications with partial success.  |  |
| <b>3.0</b>  | <b>The student:</b> <ul style="list-style-type: none"> <li>• Evaluate a recorded musical performance as quality or non-quality using the</li> </ul> | <ul style="list-style-type: none"> <li>• Analyzing recorded performances</li> <li>• Self-assessing recordings of our performances</li> </ul> |



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|            | <p>appropriate elements and verbage</p> <ul style="list-style-type: none"> <li>• Use music terminology to describe their personal response to musical example</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>  |  |
| <b>2.5</b> | No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content  |  |
| <b>2.0</b> | <p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <li>o Quality, non-quality</li> </ul> </li> <li>• Performs basic processes, such as: <ul style="list-style-type: none"> <li>o listening attentively to recorded music</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p> | <ul style="list-style-type: none"> <li>• Recall terminology</li> </ul> |
| <b>1.5</b> | Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content   |  |
| <b>1.0</b> | <b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>   |  |
| <b>LND</b> | <b>Even with help, no understanding or skill demonstrated.</b>   |  |



**CONTENT AREA:** Instrumental Music - Jazz

**COURSE:** 9<sup>th</sup> to 12<sup>th</sup> Grade Band

**UNIT TITLE:** Elements and Principle of Music

**UNIT DURATION:** Ongoing

| <b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b>  |  | <b>BIG IDEA(S):</b>  |                     |
|--|--|--|---------------------|
| <ul style="list-style-type: none"> <li>● Method Book</li> <li>● Teacher Direction</li> <li>● Repertoire</li> </ul> |  | <ul style="list-style-type: none"> <li>● Interpret and explain rhythmic notation in simple and complex meters</li> <li>● Apply complex expressive terminology to programmed music</li> </ul> |                     |
| <b>ENDURING UNDERSTANDINGS:</b>  |  | <b>ESSENTIAL QUESTIONS:</b>  |                     |
| <ul style="list-style-type: none"> <li>● Develop and apply the knowledge to read and notate music</li> </ul>       |  | <ul style="list-style-type: none"> <li>● What are complex time signatures?</li> <li>● How are dynamics and balance influenced by the instrument you play?</li> </ul>                         |                     |
| <b>WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?</b>                           |  |  |                     |
| Standards, Concepts, Content, Skills, Products, Vocabulary   |  |  |                     |
| REFERENCE/STANDARD<br><i>i.e. GLE/CLE/MLS/NGSS</i>   | STANDARDS: Content specific standards that will be addressed in this unit.   | MAJOR STANDARD   | SUPPORTING STANDARD |
| GLE EM1A 9-12  | Perform standard rhythmic notation in 5/4, 9/8, and 2/2 meter signature with bar lines<br><br>Perform the following note/rest values:<br><br>whole note/rest<br>quarter note/rest<br>half note/rest<br>eighth-note pairs<br>dotted half note | X  |                     |

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|               | <p>sixteenth notes<br/> dotted quarter<br/> followed by eighth<br/> dotted quarter<br/> note/rest<br/> 3 eighth notes<br/> beamed together in<br/> 6/8<br/> syncopation</p>   |   |   |
| GLE EM1B 9-12 | Employ standard pitch notation in the clef appropriate to student’s instrument in an appropriate range and keys   | X |   |
| GLE EM1C 9-12 | Identify standard symbols for dynamics, tempo and articulation p for piano f for forte mp for mezzo piano mf for mezzo forte pp for pianissimo ff fortissimo cresc or < for crescendo decres or> for decrescendo dim for diminuendo accelerando ritardando allegro moderato andante largo a tempo accent fermata ties slurs staccato legato + marcato and sfz | X |   |
| GLE EM1E 9-12 | Sight read standard musical notation at level 3 difficulty [Level 3 –Moderately Easy; contains moderate technical demands, expanded ranges, and varied interpretive requirements]   |   | X |

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| <b>OBJECTIVE # 1</b>  | <ul style="list-style-type: none"> <li>Develop and apply the knowledge to read and notate music</li> </ul>   |   |
| <b>REFERENCES/STANDARDS</b><br><br><i>i.e. GLE/CLE/MLS/NGSS</i>   | <ul style="list-style-type: none"> <li>EM1A 9-12, EM1B 9-12, EM1C 9-12</li> </ul>  |   |
| <b>WHAT SHOULD STUDENTS...</b>  |  |   |
| <b>UNDERSTAND?</b><br><br><i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>  | <b>KNOW?</b><br><br><i>Facts, Names, Dates, Places, Information,</i><br><br><b>ACADEMIC VOCABULARY</b>   | <b>BE ABLE TO DO?</b><br><br><i>Skills; Products</i>  |
| <ul style="list-style-type: none"> <li>Perform standard rhythmic notation in 5/4, 9/8, and 2/2 meter signature with bar lines</li> <li>Employ standard pitch notation in the clef appropriate to student’s instrument in an appropriate range and keys</li> <li>Identify complex symbols for dynamics, tempo and articulation</li> <li>Sight read standard musical notation at level 3 difficulty [Level 3 –Moderately Easy; contains moderate technical demands, expanded ranges, and varied interpretive requirements]</li> </ul> | <ul style="list-style-type: none"> <li>whole note/rest<br/>quarter note/rest<br/>half note/rest eighth-note pairs<br/>dotted half note<br/>sixteenth notes<br/>dotted quarter followed by eighth<br/>dotted quarter note/rest</li> <li>p for piano, f for forte, mp for mezzo piano, mf for mezzo forte, pp for pianissimo, ff for fortissimo, cresc or &lt; for crescendo, decres or &gt; for decrescendo, dim for diminuendo, accelerando, ritardando, allegro moderato, andante, largo, a tempo, accent, fermata, ties, slurs, staccato,</li> </ul> | <ul style="list-style-type: none"> <li>Play grade 2 to 3 level music with correct interpretation of note values, pitches and expressive markings</li> </ul> |

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|  | legato + marcato and sfz  |   |
| <b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>  |   |   |
| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>  | <b>STUDENT LEARNING TASK</b>  | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>Utilize music of varying note lengths and tempos to convey the differences in expressive styles.</li> <li>Model different note lengths and expressive styles for the students.</li> <li>Listen to recordings/videos of professional musicians playing different notes and expressive styles.</li> </ul> | <ul style="list-style-type: none"> <li>Listen, learn and play music and warm-up exercises while demonstrating contrasting note lengths, dynamics and tempos.</li> <li>Listen, learn and play music with dynamics, articulation and phrasing that communicate a given style in music.</li> </ul> | 1,2,3   |
| <b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>  |   |   |
| <b>ASSESSMENT DESCRIPTION</b>  | <b>FORMATIVE OR SUMMATIVE?</b>  | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>Teacher observation in individual and large group settings</li> <li>Students recording their playing</li> <li>Written assessments</li> </ul>  | Formative<br><br>Summative  | 1,2,3   |
| <b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>   |   |   |
| <i>Possible Interventions</i>  |   |   |
| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>  | <b>STUDENT LEARNING TASK</b>  | <b>DOK TARGET</b>   |

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|---|---|---|
|   |   | (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)                      |
| <ul style="list-style-type: none"> <li>● One on one work</li> <li>● Practice plans</li> <li>● Re-address on other repertoire</li> </ul>   | <ul style="list-style-type: none"> <li>● Self assessment</li> <li>● At home practice</li> <li>● Written description of a recorded model</li> </ul>  | 1,2,3   |
| <b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b><br><i>Possible Extensions/Enrichments</i>  |   |   |
| <b>INSTRUCTIONAL ACTIVITY/METHOD</b>  | <b>STUDENT LEARNING TASK</b>  | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>● In class mentoring/modeling</li> <li>● Small group leading</li> <li>● Self recording/evaluation</li> <li>● Next level exploration</li> </ul> | <ul style="list-style-type: none"> <li>● Displaying appropriate items in class</li> <li>● Leading/teaching a small group</li> <li>● Self assessment to further their own deficiencies.</li> </ul> | 3,4   |

**PROFICIENCY SCALES FOR THIS STANDARD**

| <b>STANDARD:</b> Develop and apply the knowledge to read and notate music |  |   |
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| <b>SCORE</b>  | <b>DESCRIPTION</b>   | <b>SAMPLE TASKS</b>   |
| <b>4.0</b>  | <b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.</b>  | <ul style="list-style-type: none"> <li>● Transcribe grade 4-5 level rhythms</li> <li>● Compose music using level 4-5 rhythms/time signatures</li> </ul> |
| <b>3.5</b>  | In addition to score 3.0 performance, in-depth inferences and applications with partial success.   |   |
| <b>3.0</b>  | <p><b>The student:</b></p> <ul style="list-style-type: none"> <li>● Perform standard rhythmic notation in 5/4, 9/8, and 2/2 meter signature with bar lines</li> <li>● Employ standard pitch notation in the clef appropriate to student’s instrument in an appropriate range and key.                             <ul style="list-style-type: none"> <li>● Identify complex symbols for dynamics, tempo and articulation</li> </ul> </li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>   | <ul style="list-style-type: none"> <li>● Rhythmic dictation</li> <li>● Rhythm worksheets</li> <li>● Programmed music performance</li> </ul>             |
| <b>2.5</b>  | No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content  |   |
| <b>2.0</b>  | <p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● Recognizes or recalls specific terminology, such as:                             <ul style="list-style-type: none"> <li>○ notes, rhythm, tempo</li> </ul> </li> <li>● Performs basic processes, such as:                             <ul style="list-style-type: none"> <li>○ reciting note values/names</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas</b></p> | <ul style="list-style-type: none"> <li>● Recall terminology</li> </ul>  |

|     |  |  |
|-----|--|--|
|     | and processes.   |  |
| 1.5 | Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content   |  |
| 1.0 | <b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b> |  |
| LND | <b>Even with help, no understanding or skill demonstrated.</b>   |  |

|  |  |  |
|--|--|--|
| <b>OBJECTIVE # 2</b>   | <ul style="list-style-type: none"> <li>Sight read standard musical notation at level 3 difficulty</li> </ul>   |  |
| <b>REFERENCES/STANDARDS</b><br><i>i.e. GLE/CLE/MLS/NGSS</i>  | <ul style="list-style-type: none"> <li>EM1E 9-12</li> </ul>  |  |
| <b>WHAT SHOULD STUDENTS...</b>   |  |  |
| <b>UNDERSTAND?</b><br><br><i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>                         | <b>KNOW?</b><br><br><i>Facts, Names, Dates, Places, Information,<br/><br/>ACADEMIC VOCABULARY</i>  | <b>BE ABLE TO DO?</b><br><br><i>Skills; Products</i>   |
| <ul style="list-style-type: none"> <li>Students will understand strategies on how to sight read standard musical notation at level 3 difficulty</li> </ul> | <ul style="list-style-type: none"> <li>Key elements and strategies needed to sight read music (key signatures, time signatures, note values, scale fragments)</li> </ul> | <ul style="list-style-type: none"> <li>Apply knowledge to a grade 3 piece of music at sight</li> </ul> |
| <b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>  |  |  |



| TEACHER INSTRUCTIONAL ACTIVITY  | STUDENT LEARNING TASK  | DOK TARGET<br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|---|--|--|
| <ul style="list-style-type: none"> <li>• Daily sight reading drills/exercises</li> <li>• At home sight reading activities</li> </ul>  | <ul style="list-style-type: none"> <li>• To sight read as often as possible</li> </ul>   | 1,2,3,4  |
| <b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>   |  |  |
| ASSESSMENT DESCRIPTION  | FORMATIVE OR SUMMATIVE?  | DOK TARGET<br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>• Teacher observation in individual and large group settings</li> <li>• Students recording their playing</li> <li>• Written assessments</li> </ul> | Formative<br><br>Summative   | 1,2,3,4  |
| <b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b><br><i>Possible Interventions</i>   |  |  |
| TEACHER INSTRUCTIONAL ACTIVITY  | STUDENT LEARNING TASK  | DOK TARGET<br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>• One on one work</li> <li>• Practice plans</li> <li>• Re-address on other repertoire</li> </ul>   | <ul style="list-style-type: none"> <li>• Self assessment</li> <li>• At home practice</li> <li>• Written description of strategies for sight reading</li> </ul> | 1,2,3,4  |
| <b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b><br><i>Possible Extensions/Enrichments</i>  |  |  |

| INSTRUCTIONAL ACTIVITY/METHOD   | STUDENT LEARNING TASK   | DOK TARGET<br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|---|---|--|
| <ul style="list-style-type: none"> <li>● In class mentoring/modeling</li> <li>● Small group leading</li> <li>● Self recording/evaluation</li> <li>● Next level exploration</li> </ul> | <ul style="list-style-type: none"> <li>● Displaying appropriate items in class</li> <li>● Leading/teaching a small group</li> <li>● Self assessment to further their own deficiencies.</li> </ul> | 3,4  |

**PROFICIENCY SCALES FOR THIS STANDARD**

| <b>STANDARD:</b> Sight read standard musical notation at level 3 difficulty |  |  |
|---|--|--|
| SCORE   | DESCRIPTION  | SAMPLE TASKS   |
| 4.0   | <b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.</b>  | <ul style="list-style-type: none"> <li>● Sight read music at a 5-6 level</li> </ul>  |
| 3.5   | In addition to score 3.0 performance, in-depth inferences and applications with partial success.   |  |
| 3.0   | <b>The student:</b> <ul style="list-style-type: none"> <li>● Students will effectively sight read standard musical notation at level 3 difficulty</li> </ul> <b>The student exhibits no major errors or omissions.</b> | <ul style="list-style-type: none"> <li>● Recite/display the key elements (note values, pitches, expression) needed to sight read music</li> <li>● Successfully sight read level 3 music</li> </ul> |
| 2.5   | No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content  |  |
| 2.0   | <b>There are no major errors or omissions regarding the simpler details and processes as the student:</b>  | <ul style="list-style-type: none"> <li>● Recall terminology</li> <li>● Sight read music at a grade 1-2 level</li> </ul>  |

|            |  |  |
|------------|--|--|
|            | <ul style="list-style-type: none"> <li>● Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <li>○ sight reading</li> </ul> </li> <li>● Performs basic processes, such as: <ul style="list-style-type: none"> <li>○ sight reading with teacher help</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p> |  |
| <b>1.5</b> | Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content   |  |
| <b>1.0</b> | <b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>   |  |
| <b>LND</b> | <b>Even with help, no understanding or skill demonstrated.</b>   |  |



**Content Area: Instrumental Music – Jazz**

**Course: 9<sup>th</sup> – 12<sup>th</sup> Grade Band**

**UNIT TITLE: Historical and Cultural Contexts**

**UNIT DURATION: Ongoing**

|   |  |
|---|--|
| <p><b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b></p> <ul style="list-style-type: none"> <li>● Method Book</li> <li>● Teacher Direction</li> <li>● Repertoire</li> </ul> | <p><b>BIG IDEA(S):</b></p> <ul style="list-style-type: none"> <li>● Understand the basic eras of jazz music</li> <li>● Understand vocations and careers in the field of music</li> </ul> |
| <p><b>ENDURING UNDERSTANDINGS:</b></p> <ul style="list-style-type: none"> <li>● Identify genre or style from various historical periods</li> </ul>                                  | <p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>● What are the basic eras of jazz music?</li> </ul>  |

|  |  |
|--|--|
| <ul style="list-style-type: none"> <li>Identify a variety of music and music-related vocations and avocations</li> </ul> | <ul style="list-style-type: none"> <li>What are the differences in the eras?</li> <li>What are some famous musicians from each era?</li> <li>What careers are there in the music field?</li> </ul> |
|--|--|

**WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?**

Standards, Concepts, Content, Skills, Products, Vocabulary

| REFERENCE/STANDARD<br><i>i.e. GLE/CLE/MLS/NGSS</i> | STANDARDS: Content specific standards that will be addressed in this unit.                                | MAJOR STANDARD | SUPPORTING STANDARD |
|--|---|----------------|---------------------|
| GLE HC1A 9-12                                      | Identify genre or style from various historical periods through listening to selected ensemble repertoire | X              |                     |
| GLE HC1D 9-12                                      | Compare and contrast a variety of music and music-related vocations and avocations.                       | X              |                     |

|   |   |
|---|---|
| <b>OBJECTIVE # 1</b>  | Identify genre or style from various historical periods         |
| <b>REFERENCES/STANDARDS</b><br><i>i.e. GLE/CLE/MLS/NGSS</i> | <ul style="list-style-type: none"> <li>GLE HC1A 9-12</li> </ul> |

**WHAT SHOULD STUDENTS...**

| UNDERSTAND?   | KNOW?  | BE ABLE TO DO?  |
|---|--|---|
| <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>                  | <i>Facts, Names, Dates, Places, Information,</i><br><br><i>ACADEMIC VOCABULARY</i>   | <i>Skills; Products</i>   |
| <ul style="list-style-type: none"> <li>The different eras of jazz music have unique characteristics and sounds</li> </ul> | <ul style="list-style-type: none"> <li>The characteristics of the ragtime, blues, swing, be-bop and modern jazz eras.</li> </ul> | <ul style="list-style-type: none"> <li>Identify examples from the different eras of jazz</li> </ul> |

|  |  |  |
|--|--|--|
|  |  | <ul style="list-style-type: none"> <li>• Aurally distinguish the differing characteristics.</li> </ul> |
|--|--|--|

**FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING**

| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>   | <b>STUDENT LEARNING TASK</b>  | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|---|---|---|
| <ul style="list-style-type: none"> <li>• Utilize music of varying eras to convey the differences and similarities.</li> <li>• Model different styles for the students.</li> <li>• Play audio examples of the different eras</li> <li>• Listen to recordings/videos of professional musicians playing different styles.</li> </ul> | <ul style="list-style-type: none"> <li>• Listen, learn and play music and warm-up exercises while demonstrating appropriate era style.</li> <li>• Compare and contrast different jazz eras</li> </ul> | 1,2,3   |
|   |   |   |
|   |   |   |

**HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?**

| <b>ASSESSMENT DESCRIPTION</b>   | <b>FORMATIVE OR SUMMATIVE?</b> | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|---|--------------------------------|---|
| <ul style="list-style-type: none"> <li>• Teacher observation in individual and large group settings</li> <li>• Students recording their playing</li> <li>• Written assessments</li> </ul> | Formative<br><br>Summative     | 1,2,3   |

**HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?**

*Possible Interventions*

| TEACHER INSTRUCTIONAL ACTIVITY  | STUDENT LEARNING TASK   | DOK TARGET<br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|---|---|--|
| <ul style="list-style-type: none"> <li>● One on one work</li> <li>● Practice plans</li> <li>● Re-address on other repertoire</li> </ul>   | <ul style="list-style-type: none"> <li>● Self assessment</li> <li>● At home practice</li> <li>● Written description of a recorded model</li> <li>● Tutoring by a more advanced student</li> </ul> | 1,2,3  |
| <p><b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b></p> <p><i>Possible Extensions/Enrichments</i></p>   |   |  |
| INSTRUCTIONAL ACTIVITY/METHOD   | STUDENT LEARNING TASK   | DOK TARGET<br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>● In class mentoring/modeling</li> <li>● Small group leading</li> <li>● Self recording/evaluation</li> <li>● Next level exploration</li> </ul> | <ul style="list-style-type: none"> <li>● Displaying appropriate items in class</li> <li>● Leading/teaching a small group</li> <li>● Self assessment to further their own deficiencies.</li> </ul> | 1,2,3,4  |

**PROFICIENCY SCALES FOR THIS STANDARD**

| <b>STANDARD: Identify genre or style from various historical periods</b> |  |  |
|--|--|--|
| <b>SCORE</b>   | <b>DESCRIPTION</b>   | <b>SAMPLE TASKS</b>  |
| <b>4.0</b>   | <b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.</b>  | <ul style="list-style-type: none"> <li>• Compose a melody characteristic of the different era styles</li> </ul>        |
| <b>3.5</b>   | In addition to score 3.0 performance, in-depth inferences and applications with partial success.   |  |
| <b>3.0</b>   | <p><b>The student:</b></p> <ul style="list-style-type: none"> <li>• Will communicate characteristics from the jazz eras of: Ragtime, Blues, Swing, Be-Bop &amp; Modern Jazz</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>  | <ul style="list-style-type: none"> <li>• Analyzing aural examples</li> <li>• Play music from different eras</li> </ul> |
| <b>2.5</b>   | No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content  |  |
| <b>2.0</b>   | <p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• Recognizes or recalls specific terminology, such as:               <ul style="list-style-type: none"> <li>o Ragtime, Blues, Swing, Be-Bop, Modern Jazz</li> </ul> </li> <li>• Performs basic processes, such as:               <ul style="list-style-type: none"> <li>o Listening for differences in musical eras</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p> | <ul style="list-style-type: none"> <li>• Recall terminology</li> </ul>   |

|     |  |  |
|-----|--|--|
| 1.5 | Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content   |  |
| 1.0 | <b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b> |  |
| LND | <b>Even with help, no understanding or skill demonstrated.</b>   |  |

|   |  |
|---|--|
| <b>OBJECTIVE # 2</b>  | Identify a variety of music and music-related vocations and avocations |
| <b>REFERENCES/STANDARDS</b><br><i>i.e. GLE/CLE/MLS/NGSS</i> | <ul style="list-style-type: none"> <li>GLE HC1D 9-12</li> </ul>        |

**WHAT SHOULD STUDENTS...**

| <b>UNDERSTAND?</b><br><i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>                         | <b>KNOW?</b><br><i>Facts, Names, Dates, Places, Information,</i><br><i>ACADEMIC VOCABULARY</i>   | <b>BE ABLE TO DO?</b><br><i>Skills; Products</i>  |
|--|--|---|
| <ul style="list-style-type: none"> <li>There are a number of occupations in the music field that don't involve the playing of an instrument</li> </ul> | <ul style="list-style-type: none"> <li>Music Engineer</li> <li>Music Therapy</li> <li>Music Business</li> <li>Instrument Repair</li> </ul> | <ul style="list-style-type: none"> <li>Identify the requirements and skills needed in a variety of music careers</li> </ul> |

**FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING**

| <b>TEACHER INSTRUCTIONAL ACTIVITY</b> | <b>STUDENT LEARNING TASK</b> | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|---------------------------------------|------------------------------|---|
|                                       |                              |   |



|   |   |   |
|---|---|---|
| <ul style="list-style-type: none"> <li>Recognize and analyze the jobs required to produce our programmed music</li> <li>Invite lecturers from different musical fields</li> <li>Recognize and analyze the jobs required to produce pop music</li> </ul> | <ul style="list-style-type: none"> <li>Research, analyze and explore various jobs within the music field</li> <li>Interview professionals within the music field</li> </ul> | 1,2,3   |
| <b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>   |   |   |
| <b>ASSESSMENT DESCRIPTION</b>   | <b>FORMATIVE OR SUMMATIVE?</b>  | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>Teacher observation in individual and large group settings</li> <li>Students recording their playing</li> <li>Written assessments</li> <li>Class presentations</li> </ul>  | Formative<br><br>Summative  | 1,2,3   |
| <b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b><br><i>Possible Interventions</i>   |   |   |
| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>   | <b>STUDENT LEARNING TASK</b>  | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>One on one work</li> <li>Student mentoring</li> <li>Supplemental assignments</li> </ul>  | <ul style="list-style-type: none"> <li>At home research</li> <li>Work with a student mentor</li> </ul>  | 1,2,3   |
| <b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b><br><i>Possible Extensions/Enrichments</i>  |   |   |

| INSTRUCTIONAL ACTIVITY/METHOD  | STUDENT LEARNING TASK  | DOK TARGET<br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|--|--|--|
| <ul style="list-style-type: none"> <li>● In class mentoring/modeling</li> <li>● Small group leading</li> <li>● Next level exploration</li> </ul> | <ul style="list-style-type: none"> <li>● Displaying appropriate items in class</li> <li>● Leading/teaching a small group</li> <li>● Self assessment/research to further their own deficiencies.</li> </ul> | 3,4  |

**PROFICIENCY SCALES FOR THIS STANDARD**

| <b>STANDARD:</b> Identify a variety of music and music-related vocations and avocations |   |  |
|---|---|--|
| SCORE   | DESCRIPTION   | SAMPLE TASKS   |
| 4.0   | <b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.</b>   | <ul style="list-style-type: none"> <li>● Create a mock interview for a music career based job</li> </ul>   |
| 3.5   | In addition to score 3.0 performance, in-depth inferences and applications with partial success.  |  |
| 3.0   | <p><b>The student:</b></p> <ul style="list-style-type: none"> <li>● Identify the requirements and skills needed in a variety of music careers <ul style="list-style-type: none"> <li>○ Music Engineer</li> <li>○ Music Therapy</li> <li>○ Music Business</li> <li>○ Instrument Repair</li> </ul> </li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p> | <ul style="list-style-type: none"> <li>● Visit a college to explore various careers</li> <li>● Study instrument repair videos and hands on experiences</li> <li>● Interview an active music engineer, therapist, or repair person</li> </ul> |

|     |  |  |
|-----|--|--|
| 2.5 | No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content  |  |
| 2.0 | <p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <li>○ Music Engineer, Music Business</li> </ul> </li> <li>● Performs basic processes, such as: <ul style="list-style-type: none"> <li>○ Naming other careers in music</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p> | <ul style="list-style-type: none"> <li>● Recall terminology</li> </ul> |
| 1.5 | Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content   |  |
| 1.0 | <b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>   |  |
| LND | <b>Even with help, no understanding or skill demonstrated.</b>   |  |



**CONTENT AREA: Instrumental Music - Jazz**

**COURSE: 9<sup>th</sup> to 12<sup>th</sup> Grade Band**

**UNIT TITLE: Interdisciplinary Connections**

**UNIT DURATION: Ongoing**

**MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:**

- Method Book
- Teacher Direction

**BIG IDEA(S):**

- Identify the similarities and differences between music and other artistic

| <ul style="list-style-type: none"> <li>● <b>Repertoire</b></li> </ul>  | <b>disciplines</b>   |                       |                            |
|--|--|-----------------------|----------------------------|
| <b>ENDURING UNDERSTANDINGS:</b> <ul style="list-style-type: none"> <li>● <b>Develop and apply knowledge and skills to understand the relationships between music, the other arts and disciplines outside the arts</b></li> </ul> | <b>ESSENTIAL QUESTIONS:</b> <ul style="list-style-type: none"> <li>● <b>Can music have similarities to other artistic art forms?</b></li> <li>● <b>Why could art forms have similarities?</b></li> <li>● <b>What do music ensembles have in common with other large groups?</b></li> </ul> |                       |                            |
| <b>WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?</b>   |  |                       |                            |
| Standards, Concepts, Content, Skills, Products, Vocabulary   |  |                       |                            |
| <b>REFERENCE/STANDARD</b><br><br><i>i.e. GLE/CLE/MLS/NGSS</i>  | <b>STANDARDS: Content specific standards that will be addressed in this unit.</b>  | <b>MAJOR STANDARD</b> | <b>SUPPORTING STANDARD</b> |
| GLE ID1A 9-12  | Compare in two or more arts how the characteristic materials of each art (sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art                     | X                     |                            |
| GLE ID1B 9-12  | List several skills learned in ensembles and relate them to those skills needed in areas such as the work force, church or community group, and other school groups  | X                     |                            |

|   |   |  |
|---|---|--|
| <b>OBJECTIVE # 1</b>  | Develop and apply knowledge and skills to understand the relationships between music and the other arts.  |  |
| <b>REFERENCES/STANDARDS</b><br><i>i.e. GLE/CLE/MLS/NGSS</i>   | <ul style="list-style-type: none"> <li>GLE ID1A 9-12</li> </ul>   |  |
| <b>WHAT SHOULD STUDENTS...</b>  |   |  |
| <b>UNDERSTAND?</b><br><br><i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>  | <b>KNOW?</b><br><br><i>Facts, Names, Dates, Places, Information,</i><br><br><i>ACADEMIC VOCABULARY</i>  | <b>BE ABLE TO DO?</b><br><br><i>Skills; Products</i>   |
| <ul style="list-style-type: none"> <li>Understand that in two or more arts can transform similar events, scenes, emotions, or ideas into works of art</li> </ul>  | <ul style="list-style-type: none"> <li>Expressive elements: Sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre</li> </ul>  | <ul style="list-style-type: none"> <li>Compare/contrast the arts</li> <li>Identify the basic elements of different art mediums other than music</li> </ul> |
| <b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>   |   |  |
| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>   | <b>STUDENT LEARNING TASK</b>  | <b>DOK TARGET</b><br><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)  |
| <ul style="list-style-type: none"> <li>Utilize music terminology with different art mediums.</li> <li>Utilize non music terminology (floral, abstract, gothic) for music excerpts</li> <li>Use a familiar band work to convey/accompany a painting of similar emotion.</li> </ul> | <ul style="list-style-type: none"> <li>Explore various other mediums of art (painting, dance, theatre). Compare/contrast with music</li> <li>Listen, learn and play music with dynamics, articulation and phrasing that communicate a masterwork in another artistic medium.</li> </ul> | 1,2,3,4  |

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| <b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>   |  |  |
| <b>ASSESSMENT DESCRIPTION</b>   | <b>FORMATIVE<br/>OR<br/>SUMMATIVE?</b>   | <b>DOK TARGET</b><br><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking,<br>4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>• Teacher observation in individual and large group settings</li> <li>• Students recording their playing</li> <li>• Written assessments</li> </ul> | Formative<br><br>Summative   | 1,2,3,4  |
| <b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>  |  |  |
| <i>Possible Interventions</i>   |  |  |
| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>   | <b>STUDENT LEARNING TASK</b>   | <b>DOK TARGET</b><br><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking,<br>4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>• One on one work</li> <li>• Practice plans</li> </ul>   | <ul style="list-style-type: none"> <li>• At home practice</li> <li>• Mentoring with older student</li> </ul> | 1,2,3  |
| <b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b>  |  |  |
| <i>Possible Extensions/Enrichments</i>  |  |  |
| <b>INSTRUCTIONAL ACTIVITY/METHOD</b>  | <b>STUDENT LEARNING TASK</b>   | <b>DOK TARGET</b><br><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking,<br>4=Extended Thinking) |

|   |   |     |
|---|---|-----|
| <ul style="list-style-type: none"> <li>● In class mentoring/modeling</li> <li>● Small group leading</li> <li>● Self recording/evaluation</li> <li>● Next level exploration</li> </ul> | <ul style="list-style-type: none"> <li>● Displaying appropriate items in class</li> <li>● Leading/teaching a small group</li> <li>● Self assessment to further their own deficiencies.</li> </ul> | 3,4 |
|---|---|-----|

**PROFICIENCY SCALES FOR THIS STANDARD**

| <b>STANDARD:</b> Develop and apply knowledge and skills to understand the relationships between music and the other arts. |  |   |
|---|--|---|
| <b>SCORE</b>  | <b>DESCRIPTION</b>   | <b>SAMPLE TASKS</b>   |
| <b>4.0</b>  | <b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.</b>  | <ul style="list-style-type: none"> <li>● Compose a piece of music to represent a classic painting</li> </ul>  |
| <b>3.5</b>  | In addition to score 3.0 performance, in-depth inferences and applications with partial success.   |   |
| <b>3.0</b>  | <p><b>The student:</b></p> <ul style="list-style-type: none"> <li>● Will demonstrate the similarities and differences between two different mediums of artistic expression</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>   | <ul style="list-style-type: none"> <li>● Using music as a “soundtrack” to a painting</li> <li>● Comparing the compositional techniques of of two different artistic mediums.</li> </ul> |
| <b>2.5</b>  | No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content  |   |
| <b>2.0</b>  | <p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <li>○ Art, sculpture, painting</li> </ul> </li> <li>● Performs basic processes, such as: <ul style="list-style-type: none"> <li>○ Describing a painting or music work</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>● Recall terminology</li> </ul>  |

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|     | However, the student exhibits major errors or omissions regarding the more complex ideas and processes.                           |  |
| 1.5 | Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content                                      |  |
| 1.0 | With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes. |  |
| LND | Even with help, no understanding or skill demonstrated.   |  |

|   |  |
|---|--|
| <b>OBJECTIVE # 2</b>  | List several skills learned in ensembles and relate them to those skills needed in areas such as the work force, church or community group, and other school groups. |
| <b>REFERENCES/STANDARDS</b><br><i>i.e. GLE/CLE/MLS/NGSS</i> | <ul style="list-style-type: none"> <li>● ID1B 9-12</li> </ul>  |

| <b>WHAT SHOULD STUDENTS...</b>  |  |   |
|---|--|---|
| <b>UNDERSTAND?</b>  | <b>KNOW?</b>   | <b>BE ABLE TO DO?</b>   |
| <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>                            | <i>Facts, Names, Dates, Places, Information,<br/>ACADEMIC VOCABULARY</i>   | <i>Skills; Products</i>   |
| <ul style="list-style-type: none"> <li>● There are many similarities between music ensembles and other groups in society</li> </ul> | <ul style="list-style-type: none"> <li>● Teamwork is universal</li> <li>● Individual responsibility is crucial in a large group</li> </ul> | <ul style="list-style-type: none"> <li>● Compare/contrast the similarities between a music ensemble and other large groups</li> <li>● Define teamwork in a large group</li> </ul> |



**FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING**

| TEACHER INSTRUCTIONAL ACTIVITY   | STUDENT LEARNING TASK  | DOK TARGET   |
|--|--|--|
|  |  | (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>● Define roles in an ensemble as compared to other large groups</li> <li>● Define individual responsibility and explore its' importance in a group setting</li> </ul> | <ul style="list-style-type: none"> <li>● Explore and dissect the similarities and differences between other large groups and their music ensemble</li> </ul> | 1,2,3  |

**HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?**

| ASSESSMENT DESCRIPTION  | FORMATIVE OR SUMMATIVE?    | DOK TARGET   |
|---|----------------------------|--|
|   |                            | (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>● Teacher observation in individual and large group settings</li> <li>● Students recording their playing</li> <li>● Written assessments</li> </ul> | Formative<br><br>Summative | 1,2,3  |

**HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?**

*Possible Interventions*

| TEACHER INSTRUCTIONAL ACTIVITY  | STUDENT LEARNING TASK   | DOK TARGET   |
|---|---|--|
|   |   | (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>● One on one work</li> <li>● Practice plans</li> </ul> | <ul style="list-style-type: none"> <li>● Self assessment</li> <li>● At home practice</li> </ul> | 1,2,3  |

| <ul style="list-style-type: none"> <li>● Re-address on other repertoire</li> </ul>  | <ul style="list-style-type: none"> <li>● Written description of a recorded model</li> </ul>   |   |
|---|---|---|
| <p><b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b></p> <p><i>Possible Extensions/Enrichments</i></p>   |   |   |
| <b>INSTRUCTIONAL ACTIVITY/METHOD</b>  | <b>STUDENT LEARNING TASK</b>  | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>● In class mentoring/modeling</li> <li>● Small group leading</li> <li>● Self recording/evaluation</li> <li>● Next level exploration</li> </ul> | <ul style="list-style-type: none"> <li>● Displaying appropriate items in class</li> <li>● Leading/teaching a small group</li> <li>● Self assessment to further their own deficiencies.</li> </ul> | 3,4   |

**PROFICIENCY SCALES FOR THIS STANDARD**

| <b>STANDARD:</b> Describe the similarities between other subject areas and the arts. |  |   |
|--|--|---|
| <b>SCORE</b>   | <b>DESCRIPTION</b>   | <b>SAMPLE TASKS</b>   |
| <b>4.0</b>   | <b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.</b>  | <ul style="list-style-type: none"> <li>● Create an interdisciplinary lesson plan using a piece of programmed music</li> </ul>   |
| <b>3.5</b>   | In addition to score 3.0 performance, in-depth inferences and applications with partial success.   |   |
| <b>3.0</b>   | <p><b>The student:</b></p> <ul style="list-style-type: none"> <li>● Identify the similarities between music ensembles and other large groups.</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>  | <ul style="list-style-type: none"> <li>● Defining roles in large groups</li> <li>● Exploring the ramifications of individual responsibility in a large group</li> </ul> |
| <b>2.5</b>   | No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content  |   |
| <b>2.0</b>   | <p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● Recognizes or recalls specific terminology, such as:               <ul style="list-style-type: none"> <li>○ Individual responsibility, teamwork</li> </ul> </li> <li>● Performs basic processes, such as:               <ul style="list-style-type: none"> <li>○ Defining some roles in a large group</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p> | <ul style="list-style-type: none"> <li>● Recall terminology</li> </ul>  |
| <b>1.5</b>   | Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content   |   |

|     |   |  |
|-----|---|--|
| 1.0 | With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes. |  |
| LND | Even with help, no understanding or skill demonstrated.   |  |



|   |   |
|---|---|
| <b>CONTENT AREA:</b> Instrumental Music - Jazz<br><br><b>COURSE:</b> 9 <sup>th</sup> to 12 <sup>th</sup> Grade Band | <b>UNIT TITLE:</b> Product Performance<br><br><b>UNIT DURATION:</b> Ongoing |
|---|---|

|  |   |  |                            |
|--|---|--|----------------------------|
| <b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b> <ul style="list-style-type: none"> <li>● Method Book</li> <li>● Teacher Direction</li> <li>● Repertoire</li> </ul> |   | <b>BIG IDEA(S):</b> <ul style="list-style-type: none"> <li>● Perform and create music independently and with others.</li> <li>● Model Learned musical skills and concepts through formal and informal performances</li> </ul>      |                            |
| <b>ENDURING UNDERSTANDINGS:</b> <ul style="list-style-type: none"> <li>● Develop and apply playing skills to perform and communicate through the arts.</li> </ul>            |   | <b>ESSENTIAL QUESTIONS:</b> <ul style="list-style-type: none"> <li>● What is an appropriate playing posture and technique?</li> <li>● How is music organized and created?</li> <li>● How does rhythm function in music?</li> </ul> |                            |
| <b>WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?</b>   |   |  |                            |
| Standards, Concepts, Content, Skills, Products, Vocabulary   |   |  |                            |
| <b>REFERENCE/STANDARD</b><br><br><i>i.e. GLE/CLE/MLS/NGSS</i>  | <b>STANDARDS:</b> Content specific standards that will be addressed in this unit. |  | <b>MAJOR STANDARD</b>      |
|  |   |  | <b>SUPPORTING STANDARD</b> |

| GLE PP2A 9-12  | Demonstrate Instrumental technique (fingerings, stickings, playing position, tone quality)  | X  |   |
|--|---|--|---|
| GLE PP2B 9-12  | Read and perform music notation at a 2 - 3 grade level of difficulty  | X  |   |
| GLE PP2C 9-12  | Perform a varied repertoire of music representing diverse cultures, genres and styles with appropriate stylistic elements.                  | X  |   |
| GLE PP2D 9-12  | Play by ear melodies of increasing complexity on a melodic instrument   |  | X |
| GLE PP2E 9-12  | Perform with other instrumentalists to achieve a characteristic ensemble sound including timbre, balance, blend, dynamics, and intonation.  | X  |   |
| GLE PP3A 9-12  | Improvise original melodies over given chord progressions   | X  |   |
| <b>OBJECTIVE # 1</b>   | Develop and apply playing skills  |  |   |
| <b>REFERENCES/STANDARDS</b><br><i>i.e. GLE/CLE/MLS/NGSS</i>  | <ul style="list-style-type: none"> <li>PP2A 9-12, PP2B 9-12, PP2C 9-12, PP2E 9-12</li> </ul>  |  |   |
| WHAT SHOULD STUDENTS...  |   |  |   |
| UNDERSTAND?  | KNOW?   | BE ABLE TO DO?   |   |
| <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>   | <i>Facts, Names, Dates, Places, Information,</i><br><br><i>ACADEMIC VOCABULARY</i>  | <i>Skills; Products</i>  |   |
| <ul style="list-style-type: none"> <li>Students will understand how to demonstrate playing skills using appropriate fingerings, stickings, playing position, tone quality, and articulation</li> </ul> | <ul style="list-style-type: none"> <li>Pitch</li> <li>Posture</li> <li>Note names</li> <li>Articulation styles- Staccato, legato</li> </ul> | <ul style="list-style-type: none"> <li>Demonstrate appropriate playing posture and playing techniques</li> <li>Utilize dynamics and phrasing to portray emotion in a variety of musical styles.</li> </ul> |   |

|   |  |   |
|---|--|---|
| <ul style="list-style-type: none"> <li>● Students will read and perform music notation at a 2 - 3 grade level of difficulty</li> <li>● Students will perform a varied repertoire of music representing diverse cultures, genres and styles with appropriate stylistic elements.</li> <li>● Students will demonstrate characteristic timbre, tempo, dynamics for group performance, responding expressively to the cues of the conductor.</li> </ul> | <ul style="list-style-type: none"> <li>● Dynamics - piano, mezzo piano, mezzo forte, forte, crescendo, decrescendo, phrasing</li> <li>● Style -Swing, Blues, Rock, Latin, Funk</li> <li>● Tempo - Speed of music</li> <li>● Harmony</li> <li>● Ensemble</li> <li>● Timbre</li> <li>● Tone Quality</li> </ul> | <ul style="list-style-type: none"> <li>● Play independently in a large ensemble</li> <li>● Perform in an ensemble and respond expressively to the conductor.</li> <li>● Apply stylistic elements needed to perform the music of various genres and cultures.</li> </ul> |
|---|--|---|

**FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING**

| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>  | <b>STUDENT LEARNING TASK</b>  | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|--|---|---|
| <ul style="list-style-type: none"> <li>● Utilize music of varying styles and tempos to convey the differences in styles.</li> <li>● Model different styles for the students.</li> <li>● Listen to recordings/videos of professional musicians playing different styles.</li> </ul> | <ul style="list-style-type: none"> <li>● Listen, learn and play music and warm-up exercises while demonstrating proper posture and appropriate techniques.</li> <li>● Listen, learn and play music with dynamics, articulation and phrasing that communicate a given style in music.</li> </ul> | 1,2,3   |

**HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?**

| <b>ASSESSMENT DESCRIPTION</b>  | <b>FORMATIVE OR SUMMATIVE?</b> | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|--|--------------------------------|---|
| <ul style="list-style-type: none"> <li>● Teacher observation in individual and large group settings</li> <li>● Students recording their playing</li> </ul> | Formative                      | 1,2,3   |

|   |   |   |
|---|---|---|
| <ul style="list-style-type: none"> <li>• Written assessments</li> </ul>   | Summative   |   |
| <b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b><br><i>Possible Interventions</i>   |   |   |
| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>   | <b>STUDENT LEARNING TASK</b>  | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>• One on one work</li> <li>• Practice plans</li> <li>• Re-address on other repertoire</li> </ul>   | <ul style="list-style-type: none"> <li>• Self assessment</li> <li>• At home practice</li> <li>• Written description of a recorded model</li> </ul>  | 1,2,3   |
| <b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b><br><i>Possible Extensions/Enrichments</i>  |   |   |
| <b>INSTRUCTIONAL ACTIVITY/METHOD</b>  | <b>STUDENT LEARNING TASK</b>  | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>• In class mentoring/modeling</li> <li>• Small group leading</li> <li>• Self recording/evaluation</li> <li>• Next level exploration</li> </ul> | <ul style="list-style-type: none"> <li>• Displaying appropriate items in class</li> <li>• Leading/teaching a small group</li> <li>• Self assessment to further their own deficiencies.</li> </ul> | 3,4   |

**PROFICIENCY SCALES FOR THIS STANDARD**

| <b>STANDARD:</b> Develop and apply playing skills |   |  |
|---|---|--|
| <b>SCORE</b>                                      | <b>DESCRIPTION</b>  | <b>SAMPLE TASKS</b>  |
| <b>4.0</b>  | <b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.</b>   | <ul style="list-style-type: none"> <li>● Compare and contrast a performer’s technique to his or her own</li> <li>● Perform individually a piece of music for the class or in public</li> </ul> |
| <b>3.5</b>  | In addition to score 3.0 performance, in-depth inferences and applications with partial success.  |  |
| <b>3.0</b>  | <ul style="list-style-type: none"> <li>● Demonstrate playing skills using appropriate fingerings, stickings, playing position, tone quality, and articulation</li> <li>● Read and perform music notation at a 2 - 3 grade level of difficulty</li> <li>● Perform a varied repertoire of music representing diverse cultures, genres and styles with appropriate stylistic elements.</li> <li>● Demonstrate characteristic timbre, tempo, dynamics independently for group performance, responding expressively to the cues of the conductor.</li> </ul>   |  |
| <b>2.5</b>  | No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content   |  |
| <b>2.0</b>  | <p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● Recognizes or recalls specific terminology, such as:               <ul style="list-style-type: none"> <li>○ Posture, tempo, phrasing, dynamics</li> </ul> </li> <li>● Performs basic processes, such as:               <ul style="list-style-type: none"> <li>○ Correct posture, horn carriage</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p> | <ul style="list-style-type: none"> <li>● Recall terminology</li> </ul>   |



|     |  |  |
|-----|--|--|
|     |  |  |
| 1.5 | Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content   |  |
| 1.0 | <b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b> |  |
| LND | <b>Even with help, no understanding or skill demonstrated.</b>   |  |

|   |   |  |
|---|---|--|
| <b>OBJECTIVE # 2</b>  | Develop and apply composition and improvisational skills  |  |
| <b>REFERENCES/STANDARDS</b><br><i>i.e. GLE/CLE/MLS/NGSS</i>   | <ul style="list-style-type: none"> <li>PP2D 9-12, PP3A 9-12</li> </ul>  |  |
| <b>WHAT SHOULD STUDENTS...</b>  |   |  |
| <b>UNDERSTAND?</b><br><br><i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>  | <b>KNOW?</b><br><br><i>Facts, Names, Dates, Places, Information,</i><br><br><i>ACADEMIC VOCABULARY</i>                | <b>BE ABLE TO DO?</b><br><br><i>Skills; Products</i>   |
| <ul style="list-style-type: none"> <li>Play by ear melodies of increasing complexity on a melodic instrument</li> <li>Improvise more complex rhythmic variations in a consistent style and meter</li> </ul> | <ul style="list-style-type: none"> <li>Improvisation</li> <li>Melody</li> <li>Background</li> <li>Phrasing</li> </ul> | <ul style="list-style-type: none"> <li>Create a an improvised melody using the Bb blues scale</li> <li>Take a familiar melody and change the rhythm while maintaining a steady beat and time signature.</li> </ul> |
| <b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>   |   |  |
| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>   | <b>STUDENT LEARNING TASK</b>  | <b>DOK TARGET</b>  |

|   |   |  |
|---|---|--|
|   |   | (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>• Teach the Bb/F &amp; C blues scale</li> <li>• Model more complex improvisation</li> <li>• Show videos/recordings of improvisation</li> </ul> | <ul style="list-style-type: none"> <li>• Play BbF/C blues scale from memory</li> <li>• Rearrange the notes of the scale to create a melody</li> <li>• Play different rhythms on one-three notes of the scale</li> </ul> | 1,2,3,4  |

**HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?**

| <b>ASSESSMENT DESCRIPTION</b>   | <b>FORMATIVE OR SUMMATIVE?</b> | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|---|--------------------------------|---|
| <ul style="list-style-type: none"> <li>• Teacher observation in individual and large group settings</li> <li>• Students recording their playing</li> <li>• Written assessments</li> </ul> | Formative<br><br>Summative     | 1,2,3,4   |

**HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?**

*Possible Interventions*

| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>   | <b>STUDENT LEARNING TASK</b>   | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|---|--|---|
| <ul style="list-style-type: none"> <li>• One on one work</li> <li>• Practice plans</li> <li>• Re-address on other repertoire</li> </ul> | <ul style="list-style-type: none"> <li>• Self assessment</li> <li>• At home practice</li> <li>• Written description of a recorded model</li> </ul> | 1,2,3,4   |

**HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?**

Possible Extensions/Enrichments

| INSTRUCTIONAL ACTIVITY/METHOD   | STUDENT LEARNING TASK   | DOK TARGET   |
|---|---|--|
|   |   | (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>● In class mentoring/modeling</li> <li>● Small group leading</li> <li>● Self recording/evaluation</li> <li>● Next level exploration</li> </ul> | <ul style="list-style-type: none"> <li>● Displaying appropriate items in class</li> <li>● Leading/teaching a small group</li> <li>● Self assessment to further their own deficiencies.</li> </ul> | 3,4  |

PROFICIENCY SCALES FOR THIS STANDARD

| STANDARD: Develop and apply composition and improvisational skills |  |  |
|--|--|--|
| SCORE  | DESCRIPTION  | SAMPLE TASKS   |
| 4.0  | <b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.</b>  | <ul style="list-style-type: none"> <li>● Transcribing a solo</li> <li>● Playing in other Blues keys</li> </ul>   |
| 3.5  | In addition to score 3.0 performance, in-depth inferences and applications with partial success.   |  |
| 3.0  | <p><b>The student:</b></p> <ul style="list-style-type: none"> <li>● Will play by ear more complex melodies on a melodic instrument</li> <li>● Will improvise complex rhythmic variations in a consistent style and meter</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p> | <ul style="list-style-type: none"> <li>● Rearrange the notes of Blues scale to create a melody</li> <li>● Change the rhythm of a familiar song to create a melody</li> <li>● Improvise rhythmically on one-three note of the blues scales</li> </ul> |
| 2.5  | No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content  |  |

|     |  |  |
|-----|--|--|
| 2.0 | <p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <li>○ Blues Scale</li> <li>○ Improvisation</li> </ul> </li> <li>● Performs basic processes, such as: <ul style="list-style-type: none"> <li>○ Playing Blues scale with teacher aide</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p> | <ul style="list-style-type: none"> <li>● Recite terminology</li> </ul> |
| 1.5 | Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content   |  |
| 1.0 | <b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>   |  |
| LND | <b>Even with help, no understanding or skill demonstrated.</b>   |  |

# 9-12 Orchestra



Content Area: Instrumental Music

Course: 9-12 Orchestra

Unit Title: Historical and Cultural Contexts

Unit Duration: Entire School year

**MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:**

- Online Resources
- Sheet Music excerpts
- Magazine Articles

**BIG IDEA(S):**

- People should be acquainted with a variety of music and its role in the life of all people

**ENDURING UNDERSTANDINGS:**

- The learner, through comparison, will understand the reasons for different audience behavior in various settings
- The learner will be able to compare musical works, composers, or performers of different ethnic influences by distinguishing the similar and different musical elements and techniques utilized
- The learner will be able to trace the historical development of several musical works conceived to perform a specific function
- The learner will be able to select music from a variety of styles found in daily life and use music vocabulary to document reasons for listening choices

**ESSENTIAL QUESTIONS:**

- How is music the same and different across various cultures?
- What role does music play in history?
- What role does music play in various cultures?
- In what ways has music developed through history?

**WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?**

Standards, Concepts, Content, Skills, Products, Vocabulary

| REFERENCE/STANDARD | STANDARDS: Content specific standards that will be addressed in this unit. | MAJOR STANDARD | SUPPORTING STANDARD |
|--------------------|--|----------------|---------------------|
|                    |  |                |                     |

|                              |  |   |  |
|------------------------------|--|---|--|
| <i>i.e. GLE/CLE/MLS/NGSS</i> |  |   |  |
| GLE                          | HCC1A: Develop and apply the knowledge and skills to understand works of art in time and place. - Genres and Styles                            | X |  |
| GLE                          | HCC1B: Develop and apply the knowledge and skills to understand works of art in time and place - Stylistic Practices                           | X |  |
| GLE                          | HCC1C: Develop and apply the knowledge and skills to understand works of art in time and place - Music's Role and Function in Various Cultures | X |  |
| GLE                          | HCC1D: Develop and apply the knowledge and skills to understand works of art in time and place - Careers in Music                              | X |  |

|                             |   |  |  |
|-----------------------------|---|--|--|
| <b>OBJECTIVE # 7</b>        | Develop and apply the knowledge and skills to understand works of art in time and place |  |  |
| <b>REFERENCES/STANDARDS</b> | HCC1A HCC1B HCC1C HCC1D   |  |  |
| <i>GLE</i>                  |   |  |  |

**WHAT SHOULD STUDENTS...**

| <b>UNDERSTAND?</b>   | <b>KNOW?</b>  | <b>BE ABLE TO DO?</b>   |
|--|---|---|
| <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>   | <i>Facts, Names, Dates, Places, Information,</i><br><br><i>ACADEMIC VOCABULARY</i>  | <i>Skills; Products</i>   |
| <ul style="list-style-type: none"> <li>● Students understand the role of music through history</li> <li>● Students understand the role of music across various cultures</li> <li>● Student understand how music has developed through history</li> </ul> | <ul style="list-style-type: none"> <li>● Genre</li> <li>● Style</li> <li>● Multicultural music</li> <li>● American/ Patriotic Songs</li> <li>● Opera</li> <li>● Ballet</li> </ul> | <ul style="list-style-type: none"> <li>● Identify genre or style from various historical periods through listening to selected ensemble repertoire</li> <li>● Conclude possible origin and/or historical period of an aural example by applying artistic perceptions to selected musical</li> </ul> |

|  |  |   |
|--|--|---|
|  | <ul style="list-style-type: none"><li>● Blues</li><li>● Ragtime</li><li>● Jazz</li><li>● Pop</li><li>● Musicals</li><li>● Baroque</li><li>● Romantic</li><li>● Classical</li><li>● 20th Century</li><li>● Contemporary</li><li>● Post-Modern</li></ul> | <p>examples</p> <ul style="list-style-type: none"><li>● Describe the historical significance of selected musical literature</li><li>● Describe the effects of society, culture and technology on music</li><li>● Categorize the function of music being performed in relation to its function in society or history</li><li>● Discuss musical figures and their role as composers/performers/ innovators</li><li>● Compare and contrast music and music-related vocations and avocations</li><li>● Cite well-known composers and/or performers of various styles and periods specific to ensemble repertoire</li><li>● Cite well-known performers specific to student's instrument and/or voice</li></ul> |
|--|--|---|

|  |  |   |
|--|--|---|
|  |  |   |
| <b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>  |  |   |
| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>  | <b>STUDENT LEARNING TASK</b>   | <b>DOK TARGET</b><br><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>● Students play musical works that have historical significance</li> <li>● Students play musical works from a variety of cultures</li> <li>● Students listen to examples of music that have historical significance</li> <li>● Students listen to examples of music that are culturally relevant</li> </ul> | <ul style="list-style-type: none"> <li>● Allow students to discuss how music is related to other cultures</li> <li>● Allow students to explore the historical significance of the music they perform</li> <li>● Allow students experience how other cultures use music in their daily lives</li> </ul> | 1,2,3,4   |
| <b>INTERDISCIPLINARY CONNECTION</b>  | <b>PRIOR KNOWLEDGE CONNECTIONS</b>   | <b>INQUIRY CONNECTIONS</b>  |
| <ul style="list-style-type: none"> <li>● Music has always played an important role in history</li> <li>● History has directly impacted the evolution of music</li> <li>● Music and culture are directly integrated into one another in a variety of ways</li> </ul>  | ●  | ●   |
| <b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>  |  |   |
| <b>ASSESSMENT DESCRIPTION</b>  | <b>FORMATIVE OR SUMMATIVE?</b>   | <b>DOK TARGET</b><br><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking,                      |



|   |   |   |
|---|---|---|
|   |   | 4=Extended Thinking)  |
| <ul style="list-style-type: none"> <li>Assess level of knowledge with how music can be part of other disciplines</li> </ul>   | Both  | 1,2,3,4   |
| <b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>  |   |   |
| <i>Possible Interventions</i>   |   |   |
| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>   | <b>STUDENT LEARNING TASK</b>  | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>Engage students in more playing examples that relate to historical time period</li> <li>Engage students in more examples of music of varying cultures</li> </ul> | <ul style="list-style-type: none"> <li>Student continue to play and discuss more examples of how music relates to history and other cultures</li> </ul>             | 1,2,3,4   |
| <b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b>  |   |   |
| <i>Possible Extensions/Enrichments</i>  |   |   |
| <b>INSTRUCTIONAL ACTIVITY/METHOD</b>  | <b>STUDENT LEARNING TASK</b>  | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>Engage students in activities related to ethnomusicology</li> </ul>  | <ul style="list-style-type: none"> <li>Students learn how the music of a certain culture or time period was directly impacted by the events of that time</li> </ul> | 3,4   |



Content Area: Instrumental Music

Course: 9-12 Orchestra

Unit Title: Historical and Cultural Contexts

Unit Duration: Entire School year

|   |  |
|---|--|
| <p><b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b></p> <ul style="list-style-type: none"><li>● Online Resources</li><li>● Sheet Music excerpts</li><li>● Magazine Articles</li></ul>  | <p><b>BIG IDEA(S):</b></p> <ul style="list-style-type: none"><li>● People should be acquainted with a variety of music and its role in the life of all people</li></ul>  |
| <p><b>ENDURING UNDERSTANDINGS:</b></p> <ul style="list-style-type: none"><li>● The learner, through comparison, will understand the reasons for different audience behavior in various settings</li><li>● The learner will be able to compare musical works, composers, or performers of different ethnic influences by distinguishing the similar and different musical elements and techniques utilized</li><li>● The learner will be able to trace the historical development of several musical works conceived to perform a specific function</li><li>● The learner will be able to select music from a variety of styles found in daily life and use music vocabulary to document</li></ul> | <p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"><li>● How is music the same and different across various cultures?</li><li>● What role does music play in history?</li><li>● What role does music play in various cultures?</li><li>● In what ways has music developed through history?</li></ul> |

| reasons for listening choices  |  |                         |                     |
|--|--|-------------------------|---------------------|
| <b>WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?</b>                 |  |                         |                     |
| Standards, Concepts, Content, Skills, Products, Vocabulary   |  |                         |                     |
| REFERENCE/STANDARD<br><i>i.e. GLE/CLE/MLS/NGSS</i>   | STANDARDS: Content specific standards that will be addressed in this unit.   | MAJOR STANDARD          | SUPPORTING STANDARD |
| GLE  | HCC1A: Develop and apply the knowledge and skills to understand works of art in time and place. - Genres and Styles                            | X                       |                     |
| GLE  | HCC1B: Develop and apply the knowledge and skills to understand works of art in time and place - Stylistic Practices                           | X                       |                     |
| GLE  | HCC1C: Develop and apply the knowledge and skills to understand works of art in time and place - Music's Role and Function in Various Cultures | X                       |                     |
| GLE  | HCC1D: Develop and apply the knowledge and skills to understand works of art in time and place - Careers in Music                              | X                       |                     |
| <b>OBJECTIVE # 7</b>   | Develop and apply the knowledge and skills to understand works of art in time and place  |                         |                     |
| <b>REFERENCES/STANDARDS</b><br><br><i>GLE</i>  | HCC1A HCC1B HCC1C HCC1D  |                         |                     |
| <b>WHAT SHOULD STUDENTS...</b>   |  |                         |                     |
| <b>UNDERSTAND?</b>   | <b>KNOW?</b>   | <b>BE ABLE TO DO?</b>   |                     |
| <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i> | <i>Facts, Names, Dates, Places, Information,</i>   | <i>Skills; Products</i> |                     |

|  | <i>ACADEMIC VOCABULARY</i>  |  |
|--|---|--|
| <ul style="list-style-type: none"> <li>● Students understand the role of music through history</li> <li>● Students understand the role of music across various cultures</li> <li>● Student understand how music has developed through history</li> </ul> | <ul style="list-style-type: none"> <li>● Genre</li> <li>● Style</li> <li>● Multicultural music</li> <li>● American/ Patriotic Songs</li> <li>● Opera</li> <li>● Ballet</li> <li>● Blues</li> <li>● Ragtime</li> <li>● Jazz</li> <li>● Pop</li> <li>● Musicals</li> <li>● Baroque</li> <li>● Romantic</li> <li>● Classical</li> <li>● 20th Century</li> <li>● Contemporary</li> <li>● Post-Modern</li> </ul> | <ul style="list-style-type: none"> <li>● Identify genre or style from various historical periods through listening to selected ensemble repertoire</li> <li>● Conclude possible origin and/or historical period of an aural example by applying artistic perceptions to selected musical examples</li> <li>● Describe the historical significance of selected musical literature</li> <li>● Describe the effects of society, culture and technology on music</li> <li>● Categorize the function of music being performed in relation to its function in society or history</li> <li>● Discuss musical figures and their role as composers/performers/ innovators</li> <li>● Compare and contrast music and music-related vocations and avocations</li> <li>● Cite well-known composers and/or</li> </ul> |

|  |  |  |
|--|--|--|
|  |  | <p>performers of various styles and periods specific to ensemble repertoire</p> <ul style="list-style-type: none"> <li>• Cite well-known performers specific to student's instrument and/or voice</li> </ul> |
|--|--|--|

**FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING**

| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>  | <b>STUDENT LEARNING TASK</b>   | <b>DOK TARGET</b><br><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|--|--|---|
| <ul style="list-style-type: none"> <li>• Students play musical works that have historical significance</li> <li>• Students play musical works from a variety of cultures</li> <li>• Students listen to examples of music that have historical significance</li> <li>• Students listen to examples of music that are culturally relevant</li> </ul> | <ul style="list-style-type: none"> <li>• Allow students to discuss how music is related to other cultures</li> <li>• Allow students to explore the historical significance of the music they perform</li> <li>• Allow students experience how other cultures use music in their daily lives</li> </ul> | 1,2,3,4   |
| <b>INTERDISCIPLINARY CONNECTION</b>  | <b>PRIOR KNOWLEDGE CONNECTIONS</b>   | <b>INQUIRY CONNECTIONS</b>  |
| <ul style="list-style-type: none"> <li>• Music has always played an important role in history</li> <li>• History has directly impacted the evolution</li> </ul>  | <ul style="list-style-type: none"> <li>•</li> </ul>  | <ul style="list-style-type: none"> <li>•</li> </ul>   |

|   |   |   |
|---|---|---|
| <ul style="list-style-type: none"> <li>of music</li> <li>Music and culture are directly integrated into one another in a variety of ways</li> </ul>   |   |   |
| <b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>   |   |   |
| <b>ASSESSMENT DESCRIPTION</b>   | <b>FORMATIVE OR SUMMATIVE?</b>  | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>Assess level of knowledge with how music can be part of other disciplines</li> </ul>   | Both  | 1,2,3,4   |
| <b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>  |   |   |
| <i>Possible Interventions</i>   |   |   |
| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>   | <b>STUDENT LEARNING TASK</b>  | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>Engage students in more playing examples that relate to historical time period</li> <li>Engage students in more examples of music of varying cultures</li> </ul> | <ul style="list-style-type: none"> <li>Student continue to play and discuss more examples of how music relates to history and other cultures</li> </ul> | 1,2,3,4   |
| <b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b>  |   |   |
| <i>Possible Extensions/Enrichments</i>  |   |   |
| <b>INSTRUCTIONAL ACTIVITY/METHOD</b>  | <b>STUDENT LEARNING TASK</b>  | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |

|  |   |     |
|--|---|-----|
| <ul style="list-style-type: none"> <li>Engage students in activities related to ethnomusicology</li> </ul> | <ul style="list-style-type: none"> <li>Students learn how the music of a certain culture or time period was directly impacted by the events of that time</li> </ul> | 3,4 |
|--|---|-----|



Content Area: Instrumental Music  
 Course: 9-12 Orchestra

Unit Title: Artistic Perceptions  
 Unit Duration: Entire School year

|  |   |   |                   |
|--|---|---|-------------------|
| <b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b>  |   | <b>BIG IDEA(S):</b>   |                   |
| <ul style="list-style-type: none"> <li>Theory Books</li> <li>Online Resources</li> <li>Sheet Music excerpts</li> </ul>   |   | <ul style="list-style-type: none"> <li>People should be able to listen perceptually and respond to music intellectually and emotionally</li> <li>People should be able to evaluate music based on critical listening skills that use best music practices</li> </ul>  |                   |
| <b>ENDURING UNDERSTANDINGS:</b>  |   | <b>ESSENTIAL QUESTIONS:</b>   |                   |
| <ul style="list-style-type: none"> <li>The learner will expand their knowledge of forms in order to identify more complex forms.</li> <li>The learner will be able to compare, evaluate, and analyze musical works, composers, or performers of different ethnic influences by distinguishing the similar and different musical elements and techniques utilized.</li> </ul> |   | <ul style="list-style-type: none"> <li>What is musical form?</li> <li>How is music organized?</li> <li>What characteristics are used in music to give each piece its uniqueness?</li> <li>What factors should be used when evaluating and analyzing music?</li> </ul> |                   |
| <b>WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?</b>   |   |   |                   |
| Standards, Concepts, Content, Skills, Products, Vocabulary   |   |   |                   |
| <b>REFERENCE/STANDARD</b>  | <b>STANDARDS: Content specific standards that will be addressed in this unit.</b> | <b>MAJOR</b>  | <b>SUPPORTING</b> |

|                              |   |                 |                 |
|------------------------------|---|-----------------|-----------------|
| <i>i.e. GLE/CLE/MLS/NGSS</i> |   | <b>STANDARD</b> | <b>STANDARD</b> |
| GLE                          | AP1A: Develop and apply the knowledge and skills to listen to, analyze, and describe music and musical performance- Musical *Forms                                  |                 | X               |
| GLE                          | AP1B: Develop and apply the knowledge and skills to listen to, analyze, and describe music and musical performance-Musical Characteristics, Events, and Descriptors | X               |                 |
| GLE                          | AP2A: Develop and apply the knowledge and skills to evaluate music and musical performance-Criteria for Musical Performances and Compositions                       | X               |                 |
| GLE                          | AP2B: Develop and apply the knowledge and skills to evaluate music and musical performance-Critique Musical Performances and Compositions                           | X               |                 |

|                             |   |      |           |
|-----------------------------|---|------|-----------|
| <b>OBJECTIVE # 5</b>        | Develop and apply the knowledge and skills to analyze, evaluate, and describe musical performances and compositions |      |           |
| <b>REFERENCES/STANDARDS</b> | AP1A  | AP1B | AP2A AP2B |
| <i>GLE</i>                  |   |      |           |

| <b>WHAT SHOULD STUDENTS...</b>   |   |  |
|--|---|--|
| <b>UNDERSTAND?</b>   | <b>KNOW?</b>  | <b>BE ABLE TO DO?</b>  |
| <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>   | <i>Facts, Names, Dates, Places, Information,</i><br><br><i>ACADEMIC VOCABULARY</i>  | <i>Skills; Products</i>  |
| <ul style="list-style-type: none"> <li>Students understand the importance of musical form.</li> <li>Students understand how to appropriately evaluate and analyze music</li> <li>Students understand various composition techniques</li> </ul> | <ul style="list-style-type: none"> <li>· theme and variation</li> <li>· <i>DC/Fine</i></li> <li>· <i>DS al coda/Fine</i></li> <li>· AB/binary</li> <li>· ABA/ternary</li> <li>· song form</li> <li>· <i>sonata</i></li> </ul> | <ul style="list-style-type: none"> <li>Students must be able to determine the difference between a quality and non-quality performance.</li> <li>Determine the musical means (source) and size of group of an aural example</li> <li>Describe the musical expression (mood) of an aural example</li> </ul> |



|  |  |   |
|--|--|---|
|  | <ul style="list-style-type: none"> <li>● · rondo</li> <li>● · fugue</li> <li>● · opera</li> <li>● · ballet</li> <li>● · <b>*musical theatre</b></li> <li>● · symphonic</li> <li>● · Jazz</li> <li>● · <b>*sonata</b></li> <li>● · tone quality</li> <li>● · expression/phrasing</li> <li>● · rhythmic accuracy</li> <li>● · pitch accuracy</li> <li>● · part acquisition</li> <li>● · blend/balance</li> <li>● · diction/articulation</li> <li>● · style</li> <li>● · posture/stage</li> <li>● Presence</li> </ul> | <ul style="list-style-type: none"> <li>● Determine the order and organization of an aural example</li> <li>● Determine the possible origin of an aural example (e.g., location and time)</li> <li>● Characterize the use of music by its intended function (purpose) and its intended audience</li> </ul> |
|--|--|---|

**FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING**

| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>  | <b>STUDENT LEARNING TASK</b>  | <b>DOK TARGET</b><br><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|--|---|---|
| <ul style="list-style-type: none"> <li>● Students play a musical work with the intention of analyzing it while rehearsing the piece</li> <li>● Students listen to examples of music for the</li> </ul> | <ul style="list-style-type: none"> <li>● Allow students to determine musical form</li> <li>● Allow students to determine the source, size, or mood of an aural example</li> </ul> | 1,2,3,4   |

|  |   |   |
|--|---|---|
| purposes of music analysis   | <ul style="list-style-type: none"> <li>Allow students to determine the origin of an aural example</li> <li>Allow students to characterize music by its function and/or purpose</li> </ul> |   |
| <b>INTERDISCIPLINARY CONNECTION</b>  | <b>PRIOR KNOWLEDGE CONNECTIONS</b>  | <b>INQUIRY CONNECTIONS</b>  |
| •  | •   | •   |
| <b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>  |   |   |
| <b>ASSESSMENT DESCRIPTION</b>  | <b>FORMATIVE OR SUMMATIVE?</b>  | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>Assess level of accuracy of recognizing musical form, mood, source, and origin</li> <li>Written tests that allow students to demonstrate their level of music analysis</li> </ul> | Both  | 1,2,3,4   |
| <b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>   |   |   |
| <i>Possible Interventions</i>  |   |   |
| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>  | <b>STUDENT LEARNING TASK</b>  | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>Engage students in more playing examples</li> <li>Engage students in more examples of music with varying forms</li> </ul>   | <ul style="list-style-type: none"> <li>Student continue to refine their skills in music analysis</li> </ul>   | 1,2,3,4   |
| <b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b>   |   |   |
| <i>Possible Extensions/Enrichments</i>   |   |   |

| INSTRUCTIONAL ACTIVITY/METHOD  | STUDENT LEARNING TASK  | DOK TARGET<br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|--|--|--|
| <ul style="list-style-type: none"> <li>Engage students in more complex playing examples</li> </ul> | <ul style="list-style-type: none"> <li>Students continue to refine their skills in music analysis</li> </ul> | 3,4  |



Content Area: Instrumental Music  
Course: 9-12 Orchestra

Unit Title: Elements of Music  
Unit Duration: Entire School year

|  |   |
|--|---|
| <p><b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b></p> <ul style="list-style-type: none"> <li>Theory Books</li> <li>Online Resources</li> <li>Standard Orchestral Literature</li> </ul>  | <p><b>BIG IDEA(S):</b></p> <ul style="list-style-type: none"> <li>People should be able to read music</li> <li>People should understand music as a written language</li> </ul>  |
| <p><b>ENDURING UNDERSTANDINGS:</b></p> <ul style="list-style-type: none"> <li>The learner will be able to read musical notation.</li> <li>The learner will be able demonstrate an understanding of musical notation through performance</li> <li>The learner will be able to read through a piece of music without prior preparation time of learning the music</li> </ul> | <p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>How is music properly notated?</li> <li>How are pitch and rhythm written?</li> <li>What are symbols of expression?</li> <li>How is musical form notated?</li> <li>How can personal expression be demonstrated as it relates to musical notation?</li> </ul> |
| <p><b>WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?</b></p>  |   |
| <p>Standards, Concepts, Content, Skills, Products, Vocabulary</p>  |   |

| REFERENCE/STANDARD<br><i>i.e. GLE/CLE/MLS/NGSS</i>   | STANDARDS: Content specific standards that will be addressed in this unit.  | MAJOR STANDARD  | SUPPORTING STANDARD |
|--|---|---|---------------------|
| GLE  | EM1A: Develop and apply the knowledge and skills to read and notate music- Rhythmic Notation  | X   |                     |
| GLE  | EM1B: Develop and apply the knowledge and skills to read and notate music - Melodic Notation  | X   |                     |
| GLE  | EM1C: Develop and apply the knowledge and skills to read and notate music - Symbols of Expression                                   | X   |                     |
| GLE  | EM1D: Develop and apply the knowledge and skills to read and notate music-Symbols for Rhythm, Pitch, and Expressive Elements        | X   |                     |
| GLE  | EM1E: Develop and apply the knowledge and skills to read and notate music- Sight Reading  | X   |                     |
| <b>OBJECTIVE # 4</b>   | Develop and apply the knowledge and skills to read and notate music   |   |                     |
| <b>REFERENCES/STANDARDS</b><br><br><i>GLE</i>  | EM1A EM1B EM1C EM1D EM1E  |   |                     |
| <b>WHAT SHOULD STUDENTS...</b>   |   |   |                     |
| <b>UNDERSTAND?</b><br><br><i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i> | <b>KNOW?</b><br><br><i>Facts, Names, Dates, Places, Information,</i><br><br><i>ACADEMIC VOCABULARY</i>                              | <b>BE ABLE TO DO?</b><br><br><i>Skills; Products</i>  |                     |
| <ul style="list-style-type: none"> <li>Students understand the importance of reading and notating music</li> </ul>                 | <ul style="list-style-type: none"> <li><b>Standard musical notation vocabulary</b></li> <li><b>Symbols of Expression</b></li> </ul> | <ul style="list-style-type: none"> <li>Play a musical example by themselves on sight without prior preparation</li> </ul> |                     |

|  |   |  |
|--|---|--|
| <ul style="list-style-type: none"> <li>● Students understand that music literacy is essential when creating music</li> </ul> | <ul style="list-style-type: none"> <li>● <b>Symbols of Pitch</b></li> <li>● <b>Symbols of Rhythm</b></li> </ul> | <ul style="list-style-type: none"> <li>● Recall names of music terminology</li> <li>● Identify standard musical notation</li> <li>● Demonstrate an understanding of musical notation through performance</li> <li>● Recognize letter names,</li> <li>● Recognize sharps</li> <li>● Recognize bar lines, measures, first and second endings, repeat signs, DC al fine,</li> <li>● Recognize clef signs (Treble, Alto, and Bass),</li> <li>● Recognize time signatures (4/4, 3/4, 2/4),</li> <li>● Recognize quarter note, half note, eighth note, whole note, dotted half note, and their corresponding rests</li> <li>● Read dotted quarter eighth note combinations</li> <li>● Read eighth two sixteenth combination</li> <li>● Read two sixteenth eighth note combination</li> <li>● Read eighth rests, sixteenth rests</li> <li>● Instantly read and name all notes within the staff with corresponding fingerings.</li> <li>● Read and recognize notes on ledger lines above and below the staff within the normal playing range of the instrument.</li> <li>● Be able to sight read with assistance, grade 1 (easy) orchestra literature.</li> <li>● Read and understand common music nomenclature.</li> <li>● Read and readily understand the following meters: 2/4, 3/4, 4/4, 3/8, 6/8 (fast and slow), and cut time</li> </ul> |
|--|---|--|

|  |  |  |
|--|--|--|
|  |  | <ul style="list-style-type: none"> <li>● Reading rhythmic combinations of: dotted eighth-sixteenth, triplet eighths, triplet quarters, 6/8 time, dotted quarter-quarter eighth (6/8)</li> <li>● Read, recognize, and instantly respond to standard notations for entire appropriate range of their instrument.</li> <li>● Read in and readily understand major keys of C, G, D, A, F, Bb throughout their playing range.</li> <li>● Read and understand all intervals within a major scale (with reference from the tonic)</li> <li>● Read, at sight, rhythmic and tonal patterns appropriate to the easy level (grade 1)</li> <li>● Be able to sight read with assistance, grade 2 (intermediate) orchestra literature.</li> <li>● Read at least grade 3 literature.</li> <li>● Read readily in the following keys: C, G, D, A, E, F, Bb, Eb, Ab</li> <li>● Read, identify, and perform an expanded music vocabulary and symbols applicable to grade 3 and above literature.</li> <li>● Sight read grade 2 literature with syncopation and dotted rhythms.</li> </ul> |
|--|--|--|

**FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING**

| <b>TEACHER INSTRUCTIONAL ACTIVITY</b> | <b>STUDENT LEARNING TASK</b> | <b>DOK TARGET</b>  |
|---------------------------------------|------------------------------|--|
|                                       |                              | (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |

|   |   |   |
|---|---|---|
| <ul style="list-style-type: none"> <li>● Allow student to sight-read to demonstrate level of music literacy</li> <li>● Allow students to write musicals symbols and their definitions</li> </ul>  | <ul style="list-style-type: none"> <li>● Students learn the definitions of musical symbols/terminology</li> </ul> | 1,2,3,4   |
| <b>INTERDISCIPLINARY CONNECTION</b>   | <b>PRIOR KNOWLEDGE CONNECTIONS</b>  | <b>INQUIRY CONNECTIONS</b>  |
| ●   | ●   | ●   |
| <b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>   |   |   |
| <b>ASSESSMENT DESCRIPTION</b>   | <b>FORMATIVE OR SUMMATIVE?</b>  | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>● Assess level of accuracy of recognizing musical symbols using a rubric while having the student play</li> <li>● Written basic music theory tests</li> </ul>  | Both  | 1,2,3,4   |
| <b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>  |   |   |
| <i>Possible Interventions</i>   |   |   |
| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>   | <b>STUDENT LEARNING TASK</b>  | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>● Engage students in more playing examples</li> <li>● Allow the student to do more assignments associated with musical terminology and symbolism</li> <li>● Engage students one-on-one during an academic intervention period</li> </ul> | <ul style="list-style-type: none"> <li>● Student continue to refine their music reading skills</li> </ul>         | 1,2,3   |

**HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?**

*Possible Extensions/Enrichments*

| INSTRUCTIONAL ACTIVITY/METHOD   | STUDENT LEARNING TASK  | DOK TARGET<br><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|---|--|--|
| <ul style="list-style-type: none"> <li>Assign individual solo/ensemble work with more challenging literature</li> </ul> | <ul style="list-style-type: none"> <li>Individual solo work</li> </ul> | 2,3,4  |



Content Area: Instrumental Music  
Course: 9-12 Orchestra

Unit Title: Historical and Cultural Contexts  
Unit Duration: Entire School year

|  |   |
|--|---|
| <p><b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b></p> <ul style="list-style-type: none"> <li>Online Resources</li> <li>Sheet Music excerpts</li> <li>Magazine Articles</li> </ul>   | <p><b>BIG IDEA(S):</b></p> <ul style="list-style-type: none"> <li>People should be acquainted with a variety of music and its role in the life of all people</li> </ul>   |
| <p><b>ENDURING UNDERSTANDINGS:</b></p> <ul style="list-style-type: none"> <li>The learner, through comparison, will understand the reasons for different audience behavior in various settings</li> <li>The learner will be able to compare musical works, composers, or performers of different ethnic influences by distinguishing the similar and different musical elements and techniques utilized</li> <li>The learner will be able to trace the historical development of several musical works conceived to perform a specific function</li> <li>The learner will be able to select music from a variety of styles found in daily life and use music vocabulary to document</li> </ul> | <p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>How is music the same and different across various cultures?</li> <li>What role does music play in history?</li> <li>What role does music play in various cultures?</li> <li>In what ways has music developed through history?</li> </ul> |



| reasons for listening choices  |  |                         |                     |
|--|--|-------------------------|---------------------|
| <b>WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?</b>                 |  |                         |                     |
| Standards, Concepts, Content, Skills, Products, Vocabulary   |  |                         |                     |
| REFERENCE/STANDARD<br><i>i.e. GLE/CLE/MLS/NGSS</i>   | STANDARDS: Content specific standards that will be addressed in this unit.   | MAJOR STANDARD          | SUPPORTING STANDARD |
| GLE  | HCC1A: Develop and apply the knowledge and skills to understand works of art in time and place. - Genres and Styles                            | X                       |                     |
| GLE  | HCC1B: Develop and apply the knowledge and skills to understand works of art in time and place - Stylistic Practices                           | X                       |                     |
| GLE  | HCC1C: Develop and apply the knowledge and skills to understand works of art in time and place - Music's Role and Function in Various Cultures | X                       |                     |
| GLE  | HCC1D: Develop and apply the knowledge and skills to understand works of art in time and place - Careers in Music                              | X                       |                     |
| <b>OBJECTIVE # 7</b>   | Develop and apply the knowledge and skills to understand works of art in time and place  |                         |                     |
| <b>REFERENCES/STANDARDS</b><br><br><i>GLE</i>  | HCC1A HCC1B HCC1C HCC1D  |                         |                     |
| <b>WHAT SHOULD STUDENTS...</b>   |  |                         |                     |
| <b>UNDERSTAND?</b>   | <b>KNOW?</b>   | <b>BE ABLE TO DO?</b>   |                     |
| <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i> | <i>Facts, Names, Dates, Places, Information,</i>   | <i>Skills; Products</i> |                     |

|  | <i>ACADEMIC VOCABULARY</i>  |  |
|--|---|--|
| <ul style="list-style-type: none"> <li>● Students understand the role of music through history</li> <li>● Students understand the role of music across various cultures</li> <li>● Student understand how music has developed through history</li> </ul> | <ul style="list-style-type: none"> <li>● Genre</li> <li>● Style</li> <li>● Multicultural music</li> <li>● American/ Patriotic Songs</li> <li>● Opera</li> <li>● Ballet</li> <li>● Blues</li> <li>● Ragtime</li> <li>● Jazz</li> <li>● Pop</li> <li>● Musicals</li> <li>● Baroque</li> <li>● Romantic</li> <li>● Classical</li> <li>● 20th Century</li> <li>● Contemporary</li> <li>● Post-Modern</li> </ul> | <ul style="list-style-type: none"> <li>● Identify genre or style from various historical periods through listening to selected ensemble repertoire</li> <li>● Conclude possible origin and/or historical period of an aural example by applying artistic perceptions to selected musical examples</li> <li>● Describe the historical significance of selected musical literature</li> <li>● Describe the effects of society, culture and technology on music</li> <li>● Categorize the function of music being performed in relation to its function in society or history</li> <li>● Discuss musical figures and their role as composers/performers/ innovators</li> <li>● Compare and contrast music and music-related vocations and avocations</li> <li>● Cite well-known composers and/or</li> </ul> |

|  |  |  |
|--|--|--|
|  |  | <p>performers of various styles and periods specific to ensemble repertoire</p> <ul style="list-style-type: none"> <li>● Cite well-known performers specific to student's instrument and/or voice</li> </ul> |
|--|--|--|

**FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING**

| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>  | <b>STUDENT LEARNING TASK</b>   | <b>DOK TARGET</b><br><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|--|--|---|
| <ul style="list-style-type: none"> <li>● Students play musical works that have historical significance</li> <li>● Students play musical works from a variety of cultures</li> <li>● Students listen to examples of music that have historical significance</li> <li>● Students listen to examples of music that are culturally relevant</li> </ul> | <ul style="list-style-type: none"> <li>● Allow students to discuss how music is related to other cultures</li> <li>● Allow students to explore the historical significance of the music they perform</li> <li>● Allow students experience how other cultures use music in their daily lives</li> </ul> | 1,2,3,4   |
| <b>INTERDISCIPLINARY CONNECTION</b>  | <b>PRIOR KNOWLEDGE CONNECTIONS</b>   | <b>INQUIRY CONNECTIONS</b>  |
| <ul style="list-style-type: none"> <li>● Music has always played an important role in history</li> <li>● History has directly impacted the evolution</li> </ul>  |  |   |

|   |   |   |
|---|---|---|
| <ul style="list-style-type: none"> <li>of music</li> <li>Music and culture are directly integrated into one another in a variety of ways</li> </ul>   |   |   |
| <b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>   |   |   |
| <b>ASSESSMENT DESCRIPTION</b>   | <b>FORMATIVE OR SUMMATIVE?</b>  | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>Assess level of knowledge with how music can be part of other disciplines</li> </ul>   | Both  | 1,2,3,4   |
| <b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>  |   |   |
| <i>Possible Interventions</i>   |   |   |
| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>   | <b>STUDENT LEARNING TASK</b>  | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>Engage students in more playing examples that relate to historical time period</li> <li>Engage students in more examples of music of varying cultures</li> </ul> | <ul style="list-style-type: none"> <li>Student continue to play and discuss more examples of how music relates to history and other cultures</li> </ul> | 1,2,3,4   |
| <b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b>  |   |   |
| <i>Possible Extensions/Enrichments</i>  |   |   |
| <b>INSTRUCTIONAL ACTIVITY/METHOD</b>  | <b>STUDENT LEARNING TASK</b>  | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |

|  |   |     |
|--|---|-----|
| <ul style="list-style-type: none"> <li>Engage students in activities related to ethnomusicology</li> </ul> | <ul style="list-style-type: none"> <li>Students learn how the music of a certain culture or time period was directly impacted by the events of that time</li> </ul> | 3,4 |
|--|---|-----|



Content Area: Instrumental Music  
 Course: 9-12 Orchestra

Unit Title: Interdisciplinary Connections  
 Unit Duration: Entire School year

**MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:**

- Online Resources
- Sheet Music excerpts
- Magazine Articles

**BIG IDEA(S):**

- People should become lifelong learners who support music programs by participation and appreciation of school and community music events
- People should become aware that music is a part of many facets of the world around them

**ENDURING UNDERSTANDINGS:**

- The learner will expand their knowledge of how music relates to history
- The learner will expand their knowledge of how music relates to culture
- The learner will expand their knowledge of how music relates to other subject areas
- The learner will expand their knowledge of how music relates to their world

**ESSENTIAL QUESTIONS:**

- How is music related to other disciplines?
- How has music influenced our world?
- What function can music serve in our society?

**WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?**

Standards, Concepts, Content, Skills, Products, Vocabulary

| REFERENCE/STANDARD<br><i>i.e. GLE/CLE/MLS/NGSS</i>  | STANDARDS: Content specific standards that will be addressed in this unit.  | MAJOR STANDARD  | SUPPORTING STANDARD |
|---|---|---|---------------------|
| GLE   | IC1A: Develop and apply knowledge and skills to understand the relationships between music, the other arts and disciplines outside the arts - Connections Between Music and Related Arts and Humanities         |   | X                   |
| GLE   | IC1B: Develop and apply knowledge and skills to understand the relationships between music, the other arts, and disciplines outside the arts-Connections Between Music and Non-Arts Disciplines                 |   | X                   |
| <b>OBJECTIVE # 6</b>  | Develop and apply knowledge and skills to understand the relationships between music, the other arts and disciplines outside the arts   |   |                     |
| <b>REFERENCES/STANDARDS</b><br><br><i>GLE</i>   | IC1A IC1B   |   |                     |
| WHAT SHOULD STUDENTS...   |   |   |                     |
| <b>UNDERSTAND?</b><br><br><i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>  | <b>KNOW?</b><br><br><i>Facts, Names, Dates, Places, Information,</i><br><br><i>ACADEMIC VOCABULARY</i>  | <b>BE ABLE TO DO?</b><br><br><i>Skills; Products</i>  |                     |
| <ul style="list-style-type: none"> <li>• Students understand the importance of music is other disciplines.</li> <li>• Students understand the importance of the music in our society</li> </ul> | <ul style="list-style-type: none"> <li>• Arts</li> <li>• Disciplines</li> <li>• Compare</li> <li>• Contrast</li> <li>• Performers</li> <li>• Production</li> <li>• Subject matter</li> <li>• Culture</li> </ul> | <ul style="list-style-type: none"> <li>• Students must be able to compare the uses of characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and different cultures</li> <li>• Students must be able to explain how the</li> </ul> |                     |

|  |   |   |
|--|---|---|
|  | <ul style="list-style-type: none"><li>• History</li><li>• Community</li></ul> | <p>roles of creators, performers, and others involved in the production and presentation of the arts are similar to and different from one another in the various arts</p> <ul style="list-style-type: none"><li>• Students must be able to compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures</li><li>• Students must be able to explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music</li><li>• Students must be able to compare and contrast the processes of analysis, inquiry, and creativity used in the arts to their use in other subject areas such as mathematics, literature, and the physical or social sciences</li><li>• Students must be able to list several skills learned in ensembles and relate them to those skills needed in areas such as the workforce, church or community group, and other school groups</li></ul> |
|--|---|---|

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|--|---|---|
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| <b>FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING</b>  |   |   |
| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>  | <b>STUDENT LEARNING TASK</b>  | <b>DOK TARGET</b><br><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>Students play musical works that directly relate to other disciplines</li> <li>Students listen to examples of music that relate to other disciplines</li> </ul> | <ul style="list-style-type: none"> <li>Allow students to discuss how music is related to other disciplines</li> <li>Allow students to explore how music has been affected by or how it affects culture</li> <li>Allow students to explore music can be a permanent part of their world</li> </ul> | 1,2,3,4   |
| <b>INTERDISCIPLINARY CONNECTION</b>  | <b>PRIOR KNOWLEDGE CONNECTIONS</b>  | <b>INQUIRY CONNECTIONS</b>  |
| <ul style="list-style-type: none"> <li>Music can be a part of the rest of the students life no matter what their profession may be</li> </ul>  | <ul style="list-style-type: none"> <li></li> </ul>  | <ul style="list-style-type: none"> <li></li> </ul>  |
| <b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>  |   |   |
| <b>ASSESSMENT DESCRIPTION</b>  | <b>FORMATIVE OR SUMMATIVE?</b>  | <b>DOK TARGET</b><br><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |



|  |  |   |
|--|--|---|
| <ul style="list-style-type: none"> <li>Assess level of knowledge with how music can be part of other disciplines</li> </ul>  | Both   | 1,2,3,4   |
| <b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b><br><i>Possible Interventions</i>  |  |   |
| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>  | <b>STUDENT LEARNING TASK</b>   | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>Engage students in more playing examples</li> <li>Engage students in more examples of music of varying cultures</li> </ul>  | <ul style="list-style-type: none"> <li>Student continue to discuss more example of how music relates to other disciplines</li> </ul>   | 1,2,3,4   |
| <b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b><br><i>Possible Extensions/Enrichments</i>   |  |   |
| <b>INSTRUCTIONAL ACTIVITY/METHOD</b> <ul style="list-style-type: none"> <li>Engage students to use music in other fields of study</li> <li>Engage students to use music is other fields of life</li> </ul> | <b>STUDENT LEARNING TASK</b> <ul style="list-style-type: none"> <li>Students need to invent creative ways in which they can use their musical talents with other academic disciplines</li> <li>Students need to invent creative ways in which they can use their musical talents with other aspects of life</li> </ul> | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |



Content Area: Instrumental Music

Course: 9-12 Orchestra

UNIT TITLE: Elements of Music

UNIT DURATION: Entire school year

| <b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b>   |   | <b>BIG IDEA(S):</b>  |                     |
|---|---|--|---------------------|
| <ul style="list-style-type: none"> <li>• Theory Books</li> <li>• Online Resources</li> <li>• Standard Orchestral Literature</li> </ul>  |   | <ul style="list-style-type: none"> <li>• People should be able to read music</li> <li>• People should understand music as a written language</li> </ul>  |                     |
| <b>ENDURING UNDERSTANDINGS:</b>   |   | <b>ESSENTIAL QUESTIONS:</b>  |                     |
| <ul style="list-style-type: none"> <li>• The learner will be able to read musical notation.</li> <li>• The learner will be able demonstrate an understanding of musical notation through performance</li> <li>• The learner will be able to read through a piece of music without prior preparation time of learning the music</li> </ul> |   | <ul style="list-style-type: none"> <li>• How is music properly notated?</li> <li>• How are pitch and rhythm written?</li> <li>• What are symbols of expression?</li> <li>• How is musical form notated?</li> <li>• How can personal expression be demonstrated as it relates to musical notation?</li> </ul> |                     |
| <b>WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?</b>  |   |  |                     |
| Standards, Concepts, Content, Skills, Products, Vocabulary  |   |  |                     |
| REFERENCE/STANDARD<br><i>i.e. GLE/CLE/MLS/NGSS</i>  | STANDARDS: Content specific standards that will be addressed in this unit.                        | MAJOR STANDARD   | SUPPORTING STANDARD |
| GLE   | EM1A: Develop and apply the knowledge and skills to read and notate music- Rhythmic Notation      | X  |                     |
| GLE   | EM1B: Develop and apply the knowledge and skills to read and notate music - Melodic Notation      | X  |                     |
| GLE   | EM1C: Develop and apply the knowledge and skills to read and notate music - Symbols of Expression | X  |                     |

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| GLE | EM1D: Develop and apply the knowledge and skills to read and notate music-Symbols for Rhythm, Pitch, and Expressive Elements | X |  |
| GLE | EM1E: Develop and apply the knowledge and skills to read and notate music- Sight Reading                                     | X |  |

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| <b>OBJECTIVE # 4</b>        | Develop and apply the knowledge and skills to read and notate music |  |  |
| <b>REFERENCES/STANDARDS</b> | EM1A EM1B EM1C EM1D EM1E  |  |  |
| <i>GLE</i>                  |   |  |  |

**WHAT SHOULD STUDENTS...**

| <b>UNDERSTAND?</b>   | <b>KNOW?</b>   | <b>BE ABLE TO DO?</b>  |
|--|--|--|
| <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>   | <i>Facts, Names, Dates, Places, Information,<br/><br/>ACADEMIC VOCABULARY</i>  | <i>Skills; Products</i>  |
| <ul style="list-style-type: none"> <li>● Students understand the importance of reading and notating music</li> <li>● Students understand that music literacy is essential when creating music</li> </ul> | <ul style="list-style-type: none"> <li>● <b>Standard musical notation vocabulary</b></li> <li>● <b>Symbols of Expression</b></li> <li>● <b>Symbols of Pitch</b></li> <li>● <b>Symbols of Rhythm</b></li> </ul> | <ul style="list-style-type: none"> <li>● Play a musical example by themselves on sight without prior preparation</li> <li>● Recall names of music terminology</li> <li>● Identify standard musical notation</li> <li>● Demonstrate an understanding of musical notation through performance</li> <li>● Recognize letter names,</li> <li>● Recognize sharps</li> <li>● Recognize bar lines, measures, first and second endings, repeat signs, DC al fine,</li> <li>● Recognize clef signs (Treble, Alto, and Bass),</li> <li>● Recognize time signatures (4/4, 3/4, 2/4),</li> <li>● Recognize quarter note, half note, eighth</li> </ul> |

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|  |  | <p>note, whole note, dotted half note, and their corresponding rests</p> <ul style="list-style-type: none"> <li>● Read dotted quarter eighth note combinations</li> <li>● Read eighth two sixteenth combination</li> <li>● Read two sixteenth eighth note combination</li> <li>● Read eighth rests, sixteenth rests</li> <li>● Instantly read and name all notes within the staff with corresponding fingerings.</li> <li>● Read and recognize notes on ledger lines above and below the staff within the normal playing range of the instrument.</li> <li>● Be able to sight read with assistance, grade 1 (easy) orchestra literature.</li> <li>● Read and understand common music nomenclature.</li> <li>● Read and readily understand the following meters: 2/4, 3/4, 4/4, 3/8, 6/8 (fast and slow), and cut time</li> <li>● Reading rhythmic combinations of: dotted eighth-sixteenth, triplet eighths, triplet quarters, 6/8 time, dotted quarter-quarter-eighth (6/8)</li> <li>● Read, recognize, and instantly respond to standard notations for entire appropriate range of their instrument.</li> <li>● Read in and readily understand major keys of C, G, D, A, F, Bb throughout their playing range.</li> <li>● Read and understand all intervals within a</li> </ul> |
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|  |  | major scale (with reference from the tonic) <ul style="list-style-type: none"> <li>• Read, at sight, rhythmic and tonal patterns appropriate to the easy level (grade 1)</li> <li>• Be able to sight read with assistance, grade 2 (intermediate) orchestra literature.</li> <li>• Read at least grade 3 literature.</li> <li>• Read readily in the following keys: C, G, D, A, E, F, Bb, Eb, Ab</li> <li>• Read, identify, and perform an expanded music vocabulary and symbols applicable to grade 3 and above literature.</li> <li>• Sight read grade 2 literature with syncopation and dotted rhythms.</li> </ul> |
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**FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING**

| <b>TEACHER INSTRUCTIONAL ACTIVITY</b> | <b>STUDENT LEARNING TASK</b> | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|---------------------------------------|------------------------------|---|
|---------------------------------------|------------------------------|---|

|  |   |         |
|--|---|---------|
| <ul style="list-style-type: none"> <li>• Allow student to sight-read to demonstrate level of music literacy</li> <li>• Allow students to write musicals symbols and their definitions</li> </ul> | <ul style="list-style-type: none"> <li>• Students learn the definitions of musical symbols/terminology</li> </ul> | 1,2,3,4 |
|--|---|---------|

| <b>INTERDISCIPLINARY CONNECTION</b> | <b>PRIOR KNOWLEDGE CONNECTIONS</b> | <b>INQUIRY CONNECTIONS</b> |
|-------------------------------------|------------------------------------|----------------------------|
| •                                   | •                                  | •                          |

**HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?**

| <b>ASSESSMENT DESCRIPTION</b> | <b>FORMATIVE OR</b> | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, |
|-------------------------------|---------------------|--|
|-------------------------------|---------------------|--|

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|---|---|---|
|   | <b>SUMMATIVE?</b>   | 4=Extended Thinking)  |
| <ul style="list-style-type: none"> <li>Assess level of accuracy of recognizing musical symbols using a rubric while having the student play</li> <li>Written basic music theory tests</li> </ul>  | Both  | 1,2,3,4   |
| <b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>  |   |   |
| <i>Possible Interventions</i>   |   |   |
| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>   | <b>STUDENT LEARNING TASK</b>  | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>Engage students in more playing examples</li> <li>Allow the student to do more assignments associated with musical terminology and symbolism</li> <li>Engage students one-on-one during an academic intervention period</li> </ul> | <ul style="list-style-type: none"> <li>Student continue to refine their music reading skills</li> </ul> | 1,2,3   |
| <b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b>  |   |   |
| <i>Possible Extensions/Enrichments</i>  |   |   |
| <b>INSTRUCTIONAL ACTIVITY/METHOD</b>  | <b>STUDENT LEARNING TASK</b>  | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>Assign individual solo/ensemble work with more challenging literature</li> </ul>   | <ul style="list-style-type: none"> <li>Individual solo work</li> </ul>                                  | 2,3,4   |



Content Area: Instrumental Music

Course: 9-12 Orchestra

Unit Title: Product Performance

Unit Duration: Entire School year

| <b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b>   |   | <b>BIG IDEA(S):</b>  |                            |
|---|---|--|----------------------------|
| <ul style="list-style-type: none"> <li>Standard Orchestral Literature</li> <li>Sight-Reading Books</li> </ul>   |   | <ul style="list-style-type: none"> <li>People should be able to create music independently and with others</li> </ul>  |                            |
| <b>ENDURING UNDERSTANDINGS:</b>   |   | <b>ESSENTIAL QUESTIONS:</b>  |                            |
| <ul style="list-style-type: none"> <li>The learner, through performance, will be able to play in large and small ensembles with technical accuracy and expression through proper sound production.</li> <li>The learner, through performance, will demonstrate continuing technical development of instrumental string proficiency.</li> <li>The learner, through performance, will be able to play music independently without the aid of others.</li> </ul> |   | <ul style="list-style-type: none"> <li>What is appropriate string technique?</li> <li>What are the differences in playing alone and with others?</li> <li>How can personal expression be demonstrated through the creation and/or the performance of music?</li> <li>How can playing music demonstrate personal expression?</li> <li>How does musical performance help to develop mental and physical skills?</li> </ul> |                            |
| <b>WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?</b>  |   |  |                            |
| Standards, Concepts, Content, Skills, Products, Vocabulary  |   |  |                            |
| <b>REFERENCE/STANDARD</b><br><i>i.e. GLE/CLE/MLS/NGSS</i>   | <b>STANDARDS: Content specific standards that will be addressed in this unit.</b>   | <b>MAJOR STANDARD</b>  | <b>SUPPORTING STANDARD</b> |
| GLE   | PP2A: Develop and apply instrumental music skills to perform and communicate through the arts - Instrumental Performance Skills | X  |                            |
| GLE   | PP2B: Develop and apply instrumental music skills to perform and communicate through the arts - Expression and Technical Skills | X  |                            |

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| GLE | PP2C: Develop and apply instrumental music skills to perform and communicate through the arts - Repertoire               | X |   |
| GLE | PP2D: Develop and apply instrumental music skills to perform and communicate through the arts - Intonation (Play By Ear) | X |   |
| GLE | PP2E: Develop and apply instrumental music skills to perform and communicate through the arts - Group Playing            | X |   |
| GLE | PP4A: Develop and apply skills to *compose, *arrange, and create music to communicate through the arts                   |   | X |

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| <b>OBJECTIVE # 1</b>        | Develop and apply instrumental music skills to perform, create, and communicate through the art of music |  |  |
| <b>REFERENCES/STANDARDS</b> | PP2A PP2B PP2C PP2D PP2E PP4A  |  |  |
| GLE                         |  |  |  |

| WHAT SHOULD STUDENTS...  |   |  |
|--|---|--|
| UNDERSTAND?  | KNOW?   | BE ABLE TO DO?   |
| <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>   | <i>Facts, Names, Dates, Places, Information,</i><br><br><i>ACADEMIC VOCABULARY</i>  | <i>Skills; Products</i>  |
| <ul style="list-style-type: none"> <li>● Students understand the importance of playing with appropriate string technique</li> <li>● Students understand how to play with musical expression</li> <li>● Students understand the differences of playing alone and with others</li> <li>● Students understand how to follow a conductor during rehearsal and</li> </ul> | <ul style="list-style-type: none"> <li>● <b>Intonation</b></li> <li>● <b>Tone Quality</b></li> <li>● <b>Diction</b></li> <li>● <b>Rhythm</b></li> <li>● <b>Note Accuracy</b></li> <li>● <b>Posture</b></li> <li>● <b>Memorization</b></li> <li>● <b>Stage Presence</b></li> </ul> | <ul style="list-style-type: none"> <li>● Play independently and with others using appropriate stringing technique</li> <li>● Play in small and large ensembles</li> <li>● Play with musical expression</li> <li>● Play with pitch and rhythmic accuracy</li> <li>● Follow the direction of a variety of conducting styles</li> <li>● Maintain steady characteristic tones for a</li> </ul> |



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| <p>performance</p> | <ul style="list-style-type: none"> <li>● <b>Scales</b></li> <li>● <b>Chordal and Note Relationships</b></li> <li>● <b>Bowing Techniques</b></li> </ul> | <p>reasonable length of time on all strings.</p> <ul style="list-style-type: none"> <li>● Demonstrate the correct start and release of tones when playing.</li> <li>● Play a basic range of at least an octave in “D” major with good tone and intonation.</li> <li>● Play at least one major scale such as “D” major in one octave with good tone and intonation using marcato and legato bowing.</li> <li>● Develop phrasing concepts by connecting logical notes together.</li> <li>● Perform the following rhythms to a steady pulse in 4/4, 2/4, and 3/4 time signatures at moderate tempi. Whole note, half note, quarter note, two eighths</li> <li>● Perform basic and advanced string crossings</li> <li>● Demonstrate good self-discipline, attitude, and attendance.</li> <li>● Demonstrate the playing of combinations of the following rhythms at moderate tempi: whole, half, quarter, dotted half, dotted quarter eighth, two eighths, 4 sixteenth notes, dotted eighth sixteenth. This would be for both notes and corresponding rests.</li> <li>● Demonstrate accurate playing in major key signatures of G and D, and know corresponding major scales.</li> <li>● Develop an effective playing range with good tone quality consisting of at least two octaves.</li> <li>● Play accurately at sight grade 1 (easy)</li> </ul> |
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|  |  | <p>orchestra literature.</p> <ul style="list-style-type: none"> <li>● Tune their own instrument using fine tuners in relationship to a given pitch without regular assistance of the instructor.</li> <li>● Be able to demonstrate playing at p, mp, mf, f dynamic levels as well as crescendo and diminuendo.</li> <li>● Demonstrate ability to follow the conductor's tempi and dynamics.</li> <li>● Demonstrate a variety of learned pieces with sensitivity to intonation, rhythm, tone, tempo, articulation, dynamics, phrasing, and style.</li> <li>● Explore advanced key signatures of C, A, and F major and D minor and understand the affected corresponding notes.</li> <li>● Demonstrate characteristic tone over the full range of appropriate register and through all dynamic marking levels.</li> <li>● Perform easily grade 2 literature in meters of 2/4, 3/4, 4/4, 3/8, 6/8 (fast and slow)</li> <li>● Perform a variety of attacks, articulations and relations, appropriate to different styles of music.</li> <li>● Be able to perform well the following major scales in the appropriate number of octaves: C, G, D, A, F, Bb</li> <li>● Perform and recognize intervals within a major scale, with reference from the tonic.</li> <li>● Play with constant awareness and sensitivity</li> </ul> |
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|  |  | <p>to phrasing.</p> <ul style="list-style-type: none"> <li>● Perform at all concerts with proper attire and deportment.</li> <li>● Demonstrate an advanced characteristic tone over the listed range, performable with all dynamics and vibrato.</li> <li>● Demonstrate proper bowing articulation including: Legato, staccato, marcato, spiccato, hooked bowing, col legno, sul tasto, martele, tremelo</li> <li>● Perform the following major scales: C, G, D, A, E, F, Bb, Eb, Ab</li> <li>● Play readily in all meters of 2/2, 3/4, 4/4, 5/4, 6/4, 3/8, 6/8, 9/8, 12/8 at a minimum of grade 3 literature level.</li> <li>● Demonstrate corrective pitch discrimination.</li> <li>● Demonstrate continued constant awareness and sensitivity to the individual and ensemble artistic phrasing concepts.</li> <li>● Demonstrate knowledge of pitch tendencies as related to the listed performance range of their instrument.</li> <li>● Demonstrate the correct usage of a mechanical tuning device.</li> <li>● Demonstrate the ability to identify the difference between major and minor tonalities in performance.</li> <li>● Demonstrate the ability to sight read syncopated rhythms.</li> <li>● Demonstrate knowledge of pitch tendencies</li> </ul> |
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|  |  |                           |
|--|--|---------------------------|
|  |  | within chordal harmonies. |
|--|--|---------------------------|

**FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING**

| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>   | <b>STUDENT LEARNING TASK</b>   | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|---|--|---|
| <ul style="list-style-type: none"> <li>• Use an orchestra rehearsal to allow students to practice playing technique and expression</li> <li>• Use an orchestra rehearsal to teach how to tune</li> <li>• Use an orchestra rehearsal to teach how to improve intonation</li> <li>• Use an orchestra rehearsal to improve how to play as an ensemble</li> </ul> | <ul style="list-style-type: none"> <li>• Students learn how play with appropriate technique and style</li> <li>• Students learn how to improve intonation</li> <li>• Students learn how to play alone and with others</li> </ul> | 1,2,3   |

**HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?**

| <b>ASSESSMENT DESCRIPTION</b>   | <b>FORMATIVE OR SUMMATIVE?</b> | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
|---|--------------------------------|---|
| <ul style="list-style-type: none"> <li>• Use individual and group playing tests</li> <li>• Have students play in a concert setting</li> </ul> | Both                           | 2,3,4   |

**HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?**

*Possible Interventions*

| <b>TEACHER INSTRUCTIONAL ACTIVITY</b> | <b>STUDENT LEARNING TASK</b> | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, |
|---------------------------------------|------------------------------|--|
|                                       |                              |  |

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|---|---|---|
|   |   | 4=Extended Thinking)  |
| <ul style="list-style-type: none"> <li>Engaged students in more rehearsal</li> </ul>  | <ul style="list-style-type: none"> <li>Student continue to refine their playing skills</li> </ul> | 1,2,3   |
| <b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b><br><i>Possible Extensions/Enrichments</i>  |   |   |
| <b>INSTRUCTIONAL ACTIVITY/METHOD</b>  | <b>STUDENT LEARNING TASK</b>  | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>Introduce more challenging music</li> <li>Students can teach concepts to those who do not yet understand</li> <li>Students compose/arrange music on their own</li> </ul> | <ul style="list-style-type: none"> <li>Students increase their level of music reading</li> </ul>  | 2,3,4   |



Content Area: Instrumental Music  
 Course: AP Music Theory (10-12)

Unit Title: Elements of Music  
 Unit Duration: Ongoing

|  |   |
|--|---|
| <b>MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:</b> <ul style="list-style-type: none"> <li>Teacher Provided Notes</li> <li><i>Tonal Harmony with an introduction to Twentieth-Century Music</i></li> </ul> | <b>BIG IDEA(S):</b> <ul style="list-style-type: none"> <li>Students will be able to read, write, sing, and recognize music notation in a variety of clefs, meters, scales, and chordal structures.</li> </ul> |
|--|---|

| <p>6<sup>th</sup> Ed. By Stefan Kostka and Dorothy Payne</p> <ul style="list-style-type: none"> <li>● <i>Music for Sight Singing</i> 6<sup>th</sup> ed. by Robert W. Ottman</li> <li>● Sight Reading Factory website</li> </ul>   |  |   |                     |
|---|--|---|---------------------|
| <p><b>ENDURING UNDERSTANDINGS:</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Notate pitch and rhythm according to standard notation practices</li> <li>● Define basic musical terms and theoretical concepts</li> <li>● Read melodies in treble, bass, and movable C clefs</li> <li>● Write, sing, and recognize by ear and by sight rhythms in simple and compound meters</li> <li>● Write, sing, and recognize by ear and by sight all major scales, minor scales, chromatic scale, whole-tone scales, pentatonic scales, and modal scales</li> <li>● Write, sing, and recognize by ear and by sight major, minor, augmented, and diminished intervals and triads</li> <li>● Write, sing, and recognize by ear and by sight major, dominant, minor, half diminished, and fully diminished seventh chords</li> </ul> |  | <p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>● How is pitch and rhythm organized?</li> <li>● What is the difference between reading music in treble, bass, and alto clefs?</li> <li>● How are major, minor, chromatic, whole-tone, pentatonic, and modal scales structured?</li> <li>● How are simple and compound meters different?</li> <li>● How can music be read by sight without preparation?</li> </ul> |                     |
| <b>WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?</b>  |  |   |                     |
| Standards, Concepts, Content, Skills, Products, Vocabulary  |  |   |                     |
| REFERENCE/STANDARD<br><i>i.e. GLE/CLE/MLS/NGSS</i>  | STANDARDS: Content specific standards that will be addressed in this unit.                   | MAJOR STANDARD  | SUPPORTING STANDARD |
| GLE   | EM1A: Develop and apply the knowledge and skills to read and notate music- Rhythmic Notation | X   |                     |
| GLE   | EM1B: Develop and apply the knowledge and skills to read and notate music - Melodic Notation | X   |                     |

|     |  |   |  |
|-----|--|---|--|
| GLE | EM1E: Develop and apply the knowledge and skills to read and notate music- Sight Reading | X |  |
|-----|--|---|--|

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|---|---|
| <b>OBJECTIVE # 1</b>  | Develop and apply the knowledge to write, sing, and recognize by ear music written in standard notation |
| <b>REFERENCES/STANDARDS</b><br><i>i.e. GLE/CLE/MLS/NGSS</i> | <ul style="list-style-type: none"> <li>EM1A, EM1B, EM1E</li> </ul>                                      |

**WHAT SHOULD STUDENTS...**

| <b>UNDERSTAND?</b>  | <b>KNOW?</b>  | <b>BE ABLE TO DO?</b>   |
|---|---|---|
| <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>  | <i>Facts, Names, Dates, Places, Information,</i><br><br><i>ACADEMIC VOCABULARY</i>  | <i>Skills; Products</i>   |
| <ul style="list-style-type: none"> <li>Students will understand the importance of reading and notating music</li> <li>Students will understand that music literacy is essential when creating music</li> <li>Students will understand the organization needed for music composition</li> <li>Students will understand the importance of sight singing in a variety of musical contexts</li> </ul> | <ul style="list-style-type: none"> <li>Standard musical notation vocabulary</li> <li>Symbols of Pitch</li> <li>Symbols of Rhythm</li> </ul> | <ul style="list-style-type: none"> <li>Students will be able to read a musical score, identifying and applying knowledge of the following: clefs, keys/tonality, pitches, metric organization and rhythmic devices, and intervals and scales.</li> <li>Students will be able to identify quantity and quality of intervals, triads and seventh chords (including inversions symbols and figured bass)</li> <li>Students will be able to sing various melodies in different tonalities and meters at sight.</li> <li>Students will be able to analyze simple melodies with Roman numerals</li> </ul> |

**FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING**

| <b>TEACHER INSTRUCTIONAL ACTIVITY</b> | <b>STUDENT LEARNING TASK</b> | <b>DOK TARGET</b> |
|---------------------------------------|------------------------------|-------------------|
|                                       |                              |                   |

|  |   |   |
|--|---|---|
|  |   | (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)                      |
| <ul style="list-style-type: none"> <li>Teacher will instruct students through a variety of formats: <ul style="list-style-type: none"> <li>Lecture (lecture outline provided)</li> <li>Modeling</li> <li>Flipped classroom</li> </ul> </li> <li>Students will apply what they have learned through assignments, in class activities, quizzes, and exams</li> </ul> | <ul style="list-style-type: none"> <li>Students will learn information and provide teacher with proof of understanding</li> </ul> | 1,2,3,4   |
|  | <b>PRIOR KNOWLEDGE CONNECTIONS</b>  |   |
|  | <ul style="list-style-type: none"> <li>Prior music knowledge is helpful but not a requirement</li> </ul>                          |   |
| <b>HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?</b>  |   |   |
| <b>ASSESSMENT DESCRIPTION</b>  | <b>FORMATIVE OR SUMMATIVE?</b>  | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>Informal observations</li> <li>Asking questions during class time</li> <li>Completed homework assignments, quizzes, and tests</li> </ul>  | Formative<br><br>Summative  | 1,2,3   |
| <b>HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?</b>   |   |   |
| <i>Possible Interventions</i>  |   |   |
| <b>TEACHER INSTRUCTIONAL ACTIVITY</b>  | <b>STUDENT LEARNING TASK</b>  | <b>DOK TARGET</b>   |



|  |  |   |
|--|--|---|
|  |  | (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)                      |
| <ul style="list-style-type: none"> <li>● Review of topic (with class and individually if necessary)</li> <li>● Provide extra problems for application</li> <li>● Varied instruction</li> <li>● Partner work</li> <li>● Online resources</li> </ul> | <ul style="list-style-type: none"> <li>● Students will be given extra instruction</li> <li>● Students will complete extra problems for more application practice</li> <li>● Students will learn information in a variety of ways (visually, kinesthetically, aurally, etc.)</li> <li>● Students will work one on one with teacher or partner</li> <li>● Students will be provided with online resources for reference</li> </ul> | 1,2,3   |
| <b>HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?</b><br><i>Possible Extensions/Enrichments</i>   |  |   |
| <b>INSTRUCTIONAL ACTIVITY/METHOD</b>   | <b>STUDENT LEARNING TASK</b>   | <b>DOK TARGET</b><br>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking) |
| <ul style="list-style-type: none"> <li>● Composition and dictation activities</li> <li>● Sight reading in 2 or 3 part harmony</li> </ul>   | <ul style="list-style-type: none"> <li>● Students will compose a short melody following a guideline</li> <li>● Students will sight read in 2 or 3 part harmony</li> </ul>  | 2,3,4   |

**PROFICIENCY SCALES FOR THIS STANDARD**

|   |                    |                     |
|---|--------------------|---------------------|
| <b>STANDARD:</b> Develop and apply the knowledge and skills to read and notate music- Rhythmic Notation |                    |                     |
| <b>SCORE</b>  | <b>DESCRIPTION</b> | <b>SAMPLE TASKS</b> |

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|-----|--|---|
| 4.0 | <b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.</b>  | <ul style="list-style-type: none"> <li>● Conduct advanced beat patterns (5/8, 7/8)</li> <li>● Lead instrumental or vocal ensemble in live performance</li> </ul>  |
| 3.5 | In addition to score 3.0 performance, in-depth inferences and applications with partial success.   |   |
| 3.0 | <p><b>The student:</b></p> <ul style="list-style-type: none"> <li>● Differentiate between simple and compound meters</li> <li>● Read, clap, and count rhythms in simple and compound meter</li> <li>● Notate rhythms in simple and compound meter</li> <li>● Conduct basic beat patterns (4/4, ¾, 2/4, 6/8, 9/8, 12/8)</li> <li>● Complete score study in different meters</li> <li>● Sight read in simple and compound meters</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>   | <ul style="list-style-type: none"> <li>● Listening to recording and labeling as simple or compound</li> <li>● Clap rhythms of a small excerpt</li> <li>● Notate a 4 bar rhythmic passage</li> <li>● Conduct with a recording using appropriate beat pattern</li> <li>● Analyze music score and label meters</li> <li>● Sight read music in both compound and simple meters</li> </ul> |
| 2.5 | No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content  |   |
| 2.0 | <p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● Recognizes or recalls specific terminology, such as:             <ul style="list-style-type: none"> <li>○ Duration, rhythm, meter, pulse, beat, tempo</li> </ul> </li> <li>● Performs basic processes, such as:             <ul style="list-style-type: none"> <li>○ Labeling rhythms in simple and compound meters</li> <li>○ Notate rhythms in simple meters</li> <li>○ Sight read in simple meters</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p> | <ul style="list-style-type: none"> <li>● Recall definitions</li> <li>● Notate a 4 bar passage when provided a key/time signature</li> <li>● Sight read a small excerpt with 75 second preparation time</li> </ul>   |

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| 1.5 | Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content   |  |
| 1.0 | <b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b> |  |
| LND | <b>Even with help, no understanding or skill demonstrated.</b>   |  |

**PROFICIENCY SCALES FOR THIS STANDARD**

| <b>STANDARD:</b> Develop and apply the knowledge and skills to read and notate music- Melodic Notation |   |  |
|--|---|--|
| <b>SCORE</b>   | <b>DESCRIPTION</b>  | <b>SAMPLE TASKS</b>  |
| <b>4.0</b>   | <b>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.</b>   | <ul style="list-style-type: none"> <li>● Notate a modal scale in any given key</li> </ul>  |
| <b>3.5</b>   | In addition to score 3.0 performance, in-depth inferences and applications with partial success.  |  |
| <b>3.0</b>   | <p><b>The student:</b></p> <ul style="list-style-type: none"> <li>● Identify and notate pitch in four clefs: treble, bass, alto, and tenor with 100% accuracy</li> <li>● Determine the whole step and half step patterns in the major vs minor scales and properly notate any given key</li> <li>● Identify key signatures with the use of the circle of 5ths</li> <li>● Identify harmonic and melodic intervals</li> <li>● Write and recognize by ear and sight four qualities of triads (major, minor, augmented, diminished) in root position and inversions</li> <li>● Write and recognize by ear and sight five qualities of seventh chords (major, dominant, minor, half diminished, fully diminished) in root position and inversions</li> <li>● Properly label figured bass</li> <li>● Identify diatonic triads in major and minor keys</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p> | <ul style="list-style-type: none"> <li>● Notate pitches in any clef when given octave register</li> <li>● Determine the key signature of a piece when accidentals are only provided in context of the excerpt</li> <li>● Analyze a 24-48 bar excerpt and label all triads and seventh chords with proper quality, Roman numerals, and inversion symbols</li> <li>● Notate triads and seventh chords when given a key signature, Roman numerals, and inversion symbols</li> <li>● Harmonize a melody when provided lead-sheet symbols</li> <li>● Determine minor key signature by the relative major</li> </ul> |
| <b>2.5</b>   | No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content   |  |
| <b>2.0</b>   | <b>There are no major errors or omissions regarding the simpler details and processes as the</b>  | <ul style="list-style-type: none"> <li>● Identify and notate pitches in treble and bass clef</li> </ul>  |

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|            | <p><b>student:</b></p> <ul style="list-style-type: none"> <li>● Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <li>○ Scale degree names, relative key, parallel key, melodic interval, harmonic interval, augmented, diminished, key signature, simple interval, compound interval</li> </ul> </li> <li>● Performs basic processes, such as: <ul style="list-style-type: none"> <li>○ Identify the names of the four clefs</li> <li>○ Aurally identify major and minor scales, intervals, triads, and seventh chords</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p> | <ul style="list-style-type: none"> <li>● Visually identify all major key signatures</li> <li>● Recall inversion symbols for triads and seventh chords</li> </ul> |
| <b>1.5</b> | Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content   |  |
| <b>1.0</b> | <b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>   |  |
| <b>LND</b> | <b>Even with help, no understanding or skill demonstrated.</b>   |  |

**PROFICIENCY SCALES FOR THIS STANDARD**

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|---|---|--|
| Standard: EM1B: Develop and apply the knowledge and skills to read and notate music – Sight Reading |   |  |
| <b>SCORE</b>  | <b>DESCRIPTION</b>  | <b>SAMPLE TASKS</b>  |
| <b>4.0</b>  | <b>In addition to score 3.0, in-depth inferences and applications that go beyond what was</b> | <ul style="list-style-type: none"> <li>● Perform the required excerpt at a faster tempo</li> </ul> |

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|            | <b>taught.</b>   | <ul style="list-style-type: none"> <li>● Perform the required assignment in a transposed key</li> <li>● Perform the required assignment with another harmony part</li> </ul> |
| <b>3.5</b> | In addition to score 3.0 performance, in-depth inferences and applications with partial success.   |  |
| <b>3.0</b> | <p><b>The student:</b></p> <ul style="list-style-type: none"> <li>● Sing various melodies in different tonalities and meters at sight</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>  | <ul style="list-style-type: none"> <li>● Sing independently and/or with a group a provided excerpt in a variety of tonalities and meters</li> </ul>                          |
| <b>2.5</b> | No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content  |  |
| <b>2.0</b> | <p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>● Recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <li>○ Solfege syllables</li> </ul> </li> <li>● Performs basic processes, such as: <ul style="list-style-type: none"> <li>○ Label solfege syllables for a given excerpt</li> <li>○ Sing by sight with 60% accuracy</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p> | <ul style="list-style-type: none"> <li>● Label solfege syllables with 100% accuracy and sing by sight with 60% accuracy</li> </ul>   |
| <b>1.5</b> | Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content   |  |

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| <b>1.0</b> | <b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b> |  |
| <b>LND</b> | <b>Even with help, no understanding or skill demonstrated.</b>   |  |