#### **High School Orchestra I-IV**

#### Introduction

In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025.

#### By 2025,

- 80% of our students will graduate from high school college or career ready
- 90% of students will graduate on time
- 100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.

In order to achieve these ambitious goals, we must collectively work to provide our students with high-quality, College and Career Ready standards-aligned instruction. Designed with the teacher in mind, the Performing Arts Education Curriculum Maps focus on teaching and learning correspond to the 2018 Tennessee Department of Education Revised Standards for Arts Education.

A high quality arts education is essential to the social, emotional, and intellectual growth of every student. Therefore, SCS will provide a broad range of innovative, inspiring, and relevant arts education offerings so <u>all students</u> learn to express their unique voice and shape a thriving Memphis/Shelby County community. Shelby County Schools will foster collaboration, creativity, and self-expression through equitable, high quality, and sequential K-12 arts experiences, empowering all young people to strive for artistic and scholastic excellence. This map presents a framework for organizing instruction around the TN State Standards so that every student meets or exceeds requirements for college and career readiness. The standards define what to teach at specific grade levels, and the SCS Arts Education curriculum maps provide guidelines and research-based approaches for implementing instruction to ensure students achieve their highest potentials.

The SCS Arts Education curriculum maps are designed to create artistically/musically literate students by engaging them both individually and collaboratively in creative practices of envisioning, investigating, constructing, and reflecting. To achieve these goals the curriculum maps were developed by expert arts teachers to reflect the conceptual framework of the four artistic processes: perform, create, respond, and connect.

#### **How to Use the Arts Education Curriculum Maps**

The SCS Arts Education curriculum maps are designed to help teachers make effective decisions about what content to teach and how to teach it so that, ultimately, our students can reach Destination 2025. Across all arts disciplines, this is generally reflected in the following quarterly framework:

Knowledge and Skills- This column reflects the anchor standards and essential tasks associated with grade level mastery of each discipline.

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<u>Activities and Outcomes</u>- Generally phrased similar to "I Can" statements, this portion identifies the specific performance indictors that are expected for students at a given time within the quarters/semester.

<u>Assessments</u>- This section of the quarterly maps focuses on the formative and summative methods of gauging student mastery of the student performance indicators listed in the activities/outcomes section.

Resources And Interdisciplinary Connections- In this column, teachers will find rich bodies of instructional resources/materials/links to help students efficiently and effectively learn the content. Additionally, there are significant resources to engage alignment with the Comprehensive Literacy Improvement Plan (CLIP) that are designed to strengthen authentic development of aural/visual literacy in the arts content areas as well as support larger district goals for improvement in literacy.

Throughout this curriculum map, you will see high-quality works of art/music literature that students should be experiencing deeply, as well as some resources and tasks to support you in ensuring that students are able to reach the demands of the standards in your classroom. In addition to the resources embedded in the map, there are some high-leverage resources available for teacher use.

		QUAF	TER 1	
KN	IOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
PERFORM:	the individual or ei HS2-4.IM.P1.A: Develop and approbable in the HS1-2.IM.P1.B: Demonstrate and and/or improvise HS3-3.IM.P1.B: Examine, evaluate HS1.IM.P1.C: Demonstrate an ur HS2-4.IM.P1.C: Demonstrate and technical skill to technical ski	used to select a varied repertoire to study, based on semble, and the purpose or context of the performally criteria to select a varied repertoire to study and music, the technical skill of the individual or ensemble document, using music reading skills, how composed performances te, and critique, using music reading skills, how the derstanding of context in a varied repertoire of music understanding the style, genre, and context of a varied repertoire of music connect with the audience ability to read and/or notate music individually and music (for HS2-4) using correct pitches, meters, a damental control, technical accuracy, range, and fimple: demonstrate correct posture, characteristic to istrate fingerings, bowings, and elements related to sical literacy on the instrument, individually and in the let V (for HS2-4). For example: apply elements associated the second of the control of the control of the technical demands and an understanding of expresenting diverse cultures, styles, and genres are cultures, styles, genres, and historical periods understanding and mastery of the technical demands of music representing diverse cultures, styles, genred derstanding of expressive intent by connecting with derstanding of intent as a means for connecting with ability to connect with audience members before an ability	perform based on an understanding of theoretical able, and the purpose or context of the performance astitional devices, theoretical, and structural aspects a structure and context impact and inform prepared sic through prepared and/or improvised performance varied repertoire of music informs prepared and/or in ensemble settings. For example: identify, notate and rhythms usency on the instrument, performing a varied repertoire one, intonation, balance, and blend. Apply appropriate manual dexterity. Perform 12 major scales and a repertoire with successful sight reading using a variety challenges in a varied repertoire of music. For example, and other sources cal accuracy, and expressive qualities in prepared of expressive qualities in prepared and/or improvised than audience through prepared and/or improvised.	and structural characteristics and expressive e of musical works impact and inform prepared and/or improvised performances ces improvised performance as well as performers' e, and perform selected Grade IV music (for atoire of music, individually and in ensemble iate articulation, tempi, dynamics, style, and chromatic scale aried repertoire of music at UIL Level IV (for a of meters, tempi, and key signatures inple: evaluate and refine their success using and/or improvised performances of a varied sed performances of a varied repertoire of music prepared and/or improvised performances of a mbles performances d performances
Vocabulary		Analyze and Describe selected music	Selected Response (matching, multiple choice,	Books:
		examples using correct music vocabulary.	T/F)	Masters of Theory, Practical Theory workbook
		Identify terms common to music and visual art, theatre, and dance.	Short answer and sentence completion	(or similar) Websites:
			Embedded assessment: Identification of symbolic artifacts tied to musical ideas/motives	http://www.dolmetsch.com
			e.g., Mussorgsky/Ravel - Pictures at an Exhibition	http://www.musictechteacher.com

QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	
Rhythm	Demonstrate and apply correct pitch, intonation and rhythm performing a varied repertoire of music.  Analyze and execute knowledge of musical notation.  Implement correct notation in various applications.	On demand performance  Visual/Aural Observation  Demonstration  Rhythm and notation test- aural and written	Books: A Rhythm a Week, Anne Witt  Essential Techniques / Essentials for Strings (Kjos)  Examples pulled from current music being studied  Websites: www.musictechteacher.com	
Ear Training	Demonstrate and apply correct pitch, intonation, and rhythm performing a varied repertoire of music.  Demonstrate and apply correct technique on one's instrument performing a varied repertoire of music.  Perform scales on one's instrument.	Aural assessment  Embedded assessment  Written music theory skills test(s)	Books: Smart music Essential Techniques / Essentials for Strings  Websites: <a href="http://www.musictheory.net/exercises">http://www.musictheory.net/exercises</a> <a href="http://www.teoria.com">http://www.teoria.com</a> <a href="http://www.good-ear.com/">http://www.good-ear.com/</a>	
Tone	Produce a characteristic quality of sound performing a varied repertoire of music.	Audio recording  Self-assessment  Teacher observation	Books: Harmonized Rhythms, Forque/Thornton & Anderson Chorales-Essential Techniques & Essentials for Strings Bach Chorales for Strings	
Technique	Demonstrate and apply correct technique on one's instrument performing a varied repertoire of music.	Demonstration Playing tests	Books: Essential Techniques  Audition music for All-West Jr,	

	QUARTER 1				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES		
	Perform scales on one's instrument.  Analyze and execute knowledge of musical notation.	On-demand performance Embedded assessment Oral Critique	Sr. Orchestra auditions Other ensemble auditions, e.g. Youth Symphony, GPAC Orchestra		
Instrument Maintenance	Demonstrate proper instrument care and maintenance.	Demonstration	Books: Essential Elements Book 1		
Ensemble	Demonstrate dynamic and tempo control and correct phrasing while performing.  Demonstrate ability to listen and perform as an effective member of an ensemble.  Sight-read at an appropriate experience level.  Compare and contrast various historical backgrounds and related music genres.  Compare and contrast various music genres and their relationship to or influence on culture(s).	On-demand performance Aural assessment	Books: Music selected from, but not limited to, Teaching Music Through Performance in Orchestra, Vols. 1-3  Teacher selected sheet music  Chamber music		
Harmony	Demonstrate and apply correct pitch, intonation, and rhythm performing a varied repertoire of music.	Aural assessment	Books: Harmonized Rhythms For String Orchestra, Forque/Thornton & Anderson		
Music Reading	Demonstrate and apply correct pitch, intonation, and rhythm performing a varied repertoire of music.  Execute, correctly, the technical and musical aspects of sight-reading.  Analyze and execute knowledge of musical	Written music theory skills test(s)  On-demand performance  Embedded assessment  Rhythm and notation test – aural and written	Books: Selected music for sight reading  Websites: Smart Music  http://www.good-ear.com/ http://www.sheetmusic1.com/EAR.TRAINING.		

	QUAF	RTER 1	
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
	notation.  Implement correct notation in various applications.		HTML
Vocalization	Demonstrate, in unison, selected musical examples, rhythm patterns, and pitches.	Vocal demonstration of short, simple melodies.	Websites: http://neilhawes.com/sstheory/sitesing.htm http://www.good-ear.com/ http://www.sheetmusic1.com/EAR.TRAINING. HTML
from a variety of hi HS2.IM.Cr1.A: Compose and/or in HS3-4.IM.Cr1.A: Compose and/or HS1.IM.Cr2.A: Select and develop from a variety of hi HS2.IM.Cr2.A: Select and develop from a variety of ct HS3-4.IM.Cr2.A: Select and devel HS1-4.IM.Cr2.B: Describe and down HS1-2.IM.Cr3.A: Evaluate and refin personally developed criteria, include HS3-4.IM.Cr3.A: Evaluate and refin HS1-2.IM.Cr3.B: Share personally which address identified purposes	nprovise ideas for melodies, rhythmic passages, or storical periods nprovise ideas for arrangements, sections, and sho improvise music ideas for a variety of purposes and melodies, rhythmic passages, arrangements, or clastorical periods studied in rehearsal or chordal structures, arrangements, sections, and sultures studied in rehearsal op composed and improvised ideas into musical works to the melodies, rhythmic passages, chordal structures ding the extent to which they address identified purpose varied musical works based on appropriate criterial developed melodies, rhythmic passages, chordal structures developed melodies, rhythmic passages, chordal structures, individually or as	rt compositions for specific purposes that reflect che d contexts nordal structures for specific purposes that demonstrate compositions for specific purposes that demonstrates organized for a variety of purposes and context a standard notation and recording technology, arrangements, sections, short compositions, and/poses ria, including the extent to which they address ident tructures, arrangements, short compositions, and/o	aracteristics of music from a variety of cultures strate understanding of characteristics of music strategy of the stra
Arrange / Compose	Compose music demonstrating creativity in using the elements of music for expressive effect.	Create a short piece assimilating selected musical devices.  Students will use available technology to create and record compositions.	Websites:  www.musescore.com  Finale or Sibelius  www.musictheory.net

	QUARTER 1				
KN	NOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	
Improvise		Through a traditional ensemble, create a rhythmic or melodic improvised solo over given chord progression.	Improvise using different rhythmic variations	Books: Alfred Jazz Play-Along Series Jamey Aebersold play-along series Websites: www.jazzbooks.com; www.jazzednet.org	
Notate		Implement correct notation in various applications.	Rhythm and notation test – aural and written	Books:  Masters of Theory, Practical Theory workbook (or similar)  White Board Staff Paper-  Websites:  www.musictheory.net  www.dolmetsch.com	
				http://www.teoria.com	
RESPOND:	HS1-4.IM.R1.B: Analyze and exp HS1-2.IM.R2.A: Explain and supp	lain how context and the manipulation of musical e	stics found in music, context, student interest, and elements influences response to music aning of musical works, citing as evidence the trea		
	HS3-4.IM.R2.A: Justify interpreta art forms HS1-2.IM.R3.A: Evaluate works a	tions of the expressive intent and meaning of musi	cal works by comparing and synthesizing varied re ersonally and collaboratively developed criteria, includes the based on criteria, personal decision making, r	luding analysis of the structure and context	
Listen		Analyze and describe teacher-selected listening examples using correct music vocabulary.	Aural assessment Fall Concert Selections	Music selected for Fall Concerts	
		Analyze and describe teacher-selected listening examples demonstrating knowledge of compositional devices and techniques,	Critical listening as evidenced via written reflection  Peer group participation and assessment		

	QUAF	RTER 1	
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
Evaluate	which make it unique, interesting, and expressive.  Use selected criteria to evaluate the intent and	*Specific extended reading assignments that directly connect to the course content.  Define and discuss adjudication criteria.	Websites:
	quality of a composition.  Use selected criteria to evaluate the quality and effectiveness of a live or recorded musical performance.  Use selected criteria to evaluate one's own performance.	Fall Concert  All West Solo, Scales, and Sight Reading Examples	Free Rubric Creator http://rubistar.4teachers.org/  All West Score Sheet http://www.wtsboa.com/
	•	al choices and intent when creating, performing, and other arts, other disciplines, varied contexts, and	
Style Characteristic forms	Compare and contrast various music genres and their historical backgrounds, and appraise the historical contribution or significance of a given musical work.  Compare ways in which the principles and subject matter of other disciplines are interrelated with those of music.	Classroom discussion with verbal and written assessment  Open ended investigations (students select a problem and designs the research for addressing)	Recognize, interpret and identify different style characteristics in a recorded or live performance:  Baroque: Fugue, Minuet and Trio Classical: Sonata-allegro form  Foreign Language: Origins of vocabulary and terminology in the discipline.
			Websites: http://www.teoria.com www.dolmetsch.com

		QUAR	TER 2	
KI	NOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
PERFORM:	the individual or er HS2-4.IM.P1.A: Develop and app challenges in the HS1-2.IM.P1.B: Demonstrate and and/or improvise HS3-3.IM.P1.B: Examine, evalua HS1.IM.P1.C: Demonstrate an ur HS2-4.IM.P1.C: Demonstrate how technical skill to or technical skill to or technical skill to or HS1-4.IM.P2.A: Demonstrate the HS1) or Grade V HS1-4.IM.P2.B: Demonstrate fun settings. For example phrasing. Demonstrate HS1) or UIL Level HS1-4.IM.P2.D: Develop and app feedback from te HS1.IM.P3.A: Demonstrate atten repertoire of music HS2.IM.P3.A: Demonstrate master representing divers HS3-4.IM.P3.A: Demonstrate an un HS2.IM.P3.B: Demonstrate an un HS2.IM.P3.B: Demonstrate an un	te, and critique, using music reading skills, how the derstanding of context in a varied repertoire of music varied understanding the style, genre, and context of a varied repertoire of music varied with the audience ability to read and/or notate music individually and music (for HS2-4) using correct pitches, meters, and damental control, technical accuracy, range, and flimple: demonstrate correct posture, characteristic to strate fingerings, bowings, and elements related to sical literacy on the instrument, individually and in early (for HS2-4). For example: apply elements assonly strategies to address technical and expressive contents, ensemble peers, professional recordings, it is in to musical literacy, fundamental control, technical representing diverse cultures, styles, and genres ry of the technical demands and an understanding e cultures, styles, genres, and historical periods understanding and mastery of the technical demand of music representing diverse cultures, styles, genrederstanding of expressive intent by connecting with derstanding of intent as a means for connecting with ability to connect with audience members before an	perform based on an understanding of theoretical able, and the purpose or context of the performance sitional devices, theoretical, and structural aspects structure and context impact and inform prepared sic through prepared and/or improvised performance varied repertoire of music informs prepared and/or in ensemble settings. For example: identify, notate and rhythms usency on the instrument, performing a varied repertoire, intonation, balance, and blend. Apply appropriate manual dexterity. Perform 12 major scales and a consemble settings, by adequately sight reading a variety hallenges in a varied repertoire of music. For example, and other sources cal accuracy, and expressive qualities in prepared of expressive qualities in prepared and/or improvised and an understanding of expressive qualities in es, and historical periods in multiple types of ensemption and adience through prepared and/or improvised than audience through prepared and/or improvised during the process of engaging with and responded	and structural characteristics and expressive e of musical works impact and inform prepared and/or improvised performances ces improvised performance as well as performers' e, and perform selected Grade IV music (for toire of music, individually and in ensemble ate articulation, tempi, dynamics, style, and chromatic scale aried repertoire of music at UIL Level IV (for of meters, tempi, and key signatures andle: evaluate and refine their success using and/or improvised performances of a varied sed performances of a varied repertoire of music prepared and/or improvised performances of a mbles performances d performances
Vocabulary		Analyze and Describe selected music examples using correct music vocabulary.  Identify terms common to music and visual art, theatre, and dance.	Selected Response (matching, multiple choice, T/F) as related to musical vocabulary being studied or that is found in the music they are performing.  Short answer and sentence completion  Embedded assessment	Book: Masters of Theory, Practical Theory workbook (or similar)  Websites: www.dolmetsch.com  www.musictechteacher.com

QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	
Rhythm	Demonstrate and apply correct pitch, intonation, and rhythm performing a varied repertoire of music.	On demand performance  Visual/Aural Observation	Books: A Rhythm a Week, Anne Witt	
	Analyze and execute knowledge of musical notation.	Demonstration	EssentialTechniques / Essentials for Strings (Kjos)	
	Implement correct notation in various applications.	Rhythm and notation test- aural and written.	Examples pulled from current music being studied.	
			Website: www.musictechteacher.com	
Ear Training	Produce musicality through style, dynamic control, tempo variation, and phrasing while performing a varied repertoire of music	Visual/Aural Observation  Demonstration	Book: Essential Techniques / Essentials for Strings	
	Perform scales on one's instrument.	Audio/video recording Written critique	Website: http://www.musictheory.net/exercises	
	Use selected criteria to evaluate the quality and effectiveness of a live or recorded musical performance.	written chilque	http://www.good-ear.com/	
			http://www.sheetmusic1.com/EAR.TRAINING. HTML Smart music	
Tone	Produce a characteristic quality of sound performing a varied repertoire of music.	Peer group participation and assessment	Music Technology	
	Place sample student recordings in your portfolio.	Class discussion/group critique Self-assessment	via Pocketrak Audio Recording Bloggie	
Technique	Demonstrate and apply correct technique on one's instrument performing a varied repertoire	Oral Critique	Books: Essential Techniques / Essentials For Strings	
	of music.  Analyze and execute knowledge of musical	Playing tests On-demand Performance	Scale, Shifting, Vibrato studies	

	QUARTER 2				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES		
	notation.		Audition Music for All-West Jr. and Sr. High Orchestra		
Instrument Maintenance	Demonstrate proper instrument care and maintenance.	Demonstration	Essential Elements 2000, book 1		
Harmony	Demonstrate and apply correct pitch, intonation, and rhythm performing a varied repertoire of music.	Aural assessment	Books: Harmonized Rhythms For String Orchestra, Forque/Thornton & Anderson		
			Bach Chorales for Strings		
Ensemble	Demonstrate dynamic and tempo control and correct phrasing while performing.	Peer group participation and assessment	Books: Music selected from, but not limited to,Teaching Music Through Performance in		
	Demonstrate ability to listen and perform as an effective member of an ensemble.	On-demand performance	Orchestra Vols. 1-3		
	Sight-read at an appropriate experience level.		Teacher selected sheet music Chamber music		
Music Reading	Produce musicality through style, dynamic control, tempo variation, and phrasing while	On-demand performance	Selected music for sight reading		
	performing a varied repertoire of music.	Embedded assessment	Websites:		
	Execute, correctly, the technical and musical aspects of sight-reading.		Smart Music  http://www.good-ear.com/		
	Analyze and execute knowledge of musical notation.	Rhythm and notation test – aural and written.	http://www.sheetmusic1.com/EAR.TRAINING.		
	Implement correct notation in various applications.		HTML		
Vocalization	Demonstrate, in unison, selected musical examples, rhythm patterns, and pitches.	Vocal demonstration of short, simple melodies.	Websites: http://neilhawes.com/sstheory/sitesing.htm		
			http://www.good-ear.com/		

		QUAF	RTER 2	
	KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
				http://www.sheetmusic1.com/EAR.TRAINING. HTML
Improvisation	ion/Composition	Through a traditional ensemble, create a rhythmic or melodic improvised solo over a given chord progression.  Compose music demonstrating creativity in using the elements of music for expressive effect.	Audio recordings  Completed student compositions and projects	Books: Alfred Jazz Play-Along Series Play Alongs-Jamey Aebersold  Websites: www.jazzbooks.com
CREATE:	from a variety of his HS2.IM.Cr1.A: Compose and/or im HS3-4.IM.Cr1.A: Compose and/or in HS1.IM.Cr2.A: Select and develop from a variety of his HS2.IM.Cr2.A: Select and develop from a variety of cul HS3-4.IM.Cr2.A: Select and develop HS1-4.IM.Cr2.B: Describe and doc HS1-2.IM.Cr3.A: Evaluate and refir personally develo HS3-4.IM.Cr3.A: Evaluate and refir HS1-2.IM.Cr3.B: Share personally which address ide	torical periods provise ideas for arrangements, sections, and show mprovise music ideas for a variety of purposes and melodies, rhythmic passages, arrangements, or characteristic periods studied in rehearsal chordal structures, arrangements, sections, and shattures studied in rehearsal up composed and improvised ideas into musical woument compositions and/or improvisations through the melodies, rhythmic passages, chordal structures ped criteria, including the extent to which they add the varied musical works based on appropriate crite developed melodies, rhythmic passages, chordal structures are tified purposes sonally developed musical works, individually or as	nordal structures for specific purposes that demonstrated for a variety of purposes and context standard notation and recording technology is, arrangements, sections, short compositions, and ress identified purposes aria, including the extent to which they address identifications, and structures, arrangements, short compositions, and structures, arrangements, short compositions, and structures, arrangements, short compositions, and structures are ensemble, which address identified purposes as	aracteristics of music from a variety of cultures trate understanding of characteristics of music strate understanding of characteristics of music tts //or improvisations based on established or tified purposes and contexts or improvisations, individually or as an ensemble, and contexts
Arrange Compose		Compose a musical work with teacher- generated rhythmic, harmonic, melodic, and expressive parameters.	Compose a short original piece using standard notation.  Portfolio collection	Books: Masters of Theory or Practical Theory or other workbook

#### High School Orchestra I-IV

QUARTER 2					
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES		
	Implement correct notation in various applications.	Performance event Written and verbal assessment Audio/video recording	Websites: www.musictheory.net www.sibelius.com www.musescore.net www.finalemusic.com		
Improvise	Improvise a rhythm or melody over a given chord progression.	Improvise using different rhythmic variations	Books: Alfred Jazz Play-Along Series Play Alongs-Jamey Aebersold  Websites: www.jazzbooks.com www.jazzednet.org		
Notate	Compose music demonstrating creativity in using the elements of music for expressive effect.  Arrange music for his/her performing medium.	Use standard notation (either longhand or preferably music compositional software) to write down a short piece of music.	Books: Masters of Theory or Practical Theory or other workbook  Websites: www.musictheory.net  www.sibelius.com www.musescore.net  www.finale.com		

RESPOND:

HS1-4.IM.R1.A: Identify and justify reasons for selecting music based on characteristics found in music, context, student interest, and personal research from teacher-provided sources

HS1-4.IM.R1.B: Analyze and explain how context and the manipulation of musical elements influences response to music

QUAF	RTER 2	
ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
personal research, and varied researched sources interpretations of the expressive intent and meaning of must ate works and performances based on research as well as p	sical works by comparing and synthesizing varied ropersonally and collaboratively developed criteria, in	researched sources, including reference to other cluding analysis of the structure and context
Analyze and describe teacher-selected listening examples using correct music vocabulary.  Analyze and describe teacher-selected listening examples demonstrating knowledge of compositional devices and techniques, which make it unique, interesting, and expressive.	Recognize, compare and contrast style characteristics:  Medieval/Renaissance: Church modes Baroque: Fugue, Minuet and Trio, terraced dynamics Classical: Sonata-allegro form, rondo Critique recorded or live performance, Interpret written and unwritten dynamics in good ensemble balance.  Compare and contrast stylistic playing of different ensembles: concerto grosso, large ensemble.	School Ensemble music  Holiday Concert Music  All-West Audition Excerpts  Website:  http://www.wikepedia.com
Use selected criteria to evaluate the intent and quality of a composition.  Use selected criteria to evaluate the quality and effectiveness of a live or recorded musical performance.  Use selected criteria to evaluate one's own performance.	Written critique of a live performance using specific guidelines  Oral Critique  Self assessment  Peer assessment	Pocket Trak Recorder or Bloggie  All-City music  Holiday Concert Music  All-West Audition Excerpts  Websites: Free Rubric Creator  http://rubistar.4teachers.org/  All West Score Sheet http://www.wtsboa.com/
	ACTIVITIES/OUTCOMES  In and support interpretations of the expressive intent and more personal research, and varied researched sources interpretations of the expressive intent and meaning of musite works and performances based on research as well as proportion and justify evaluations of musical programs and performances based on research as well as proportion and justify evaluations of musical programs and performance and describe teacher-selected listening examples using correct music vocabulary.  Analyze and describe teacher-selected listening examples demonstrating knowledge of compositional devices and techniques, which make it unique, interesting, and expressive.  Use selected criteria to evaluate the intent and quality of a composition.  Use selected criteria to evaluate the quality and effectiveness of a live or recorded musical performance.  Use selected criteria to evaluate one's own	nand support interpretations of the expressive intent and meaning of musical works, citing as evidence the trepersonal research, and varied researched sources interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied or the works and performances based on research as well as personally and collaboratively developed criteria, in appand justify evaluations of musical programs and performances based on criteria, personal decision making, and justify evaluations of musical programs and performances based on criteria, personal decision making, and justify evaluations of musical programs and performances based on criteria, personal decision making, and performance and contrast style characteristics:  - Medieval/Renaissance: Church modes  - Baroque: Fugue, Minuet and Trio, terraced dynamics  - Classical: Sonata-allegro form, rondo  - Critique recorded or live performance, Interpret written and unwritten dynamics in good ensemble balance.  - Compare and contrast stylistic playing of different ensembles: concerto grosso, large ensemble.  - Use selected criteria to evaluate the intent and quality of a composition.  - Use selected criteria to evaluate the quality and effectiveness of a live or recorded musical performance.  - Use selected criteria to evaluate one's own  - Vera assessment  - Peer assessment

QUARTER 2					
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES		
HS1-4.IM.Cn2.A: Demonstrate	understanding of relationships between music and	the other arts, other disciplines, varied contexts, a	nd daily life.		
Style Characteristic forms	Illustrate how elements of music (e.g., color, balance, rhythm, texture) are used in similar and distinctive ways in other arts disciplines.  Compare ways in which other academic disciplines, including technology, are interrelated with music.  Compare and contrast various historical backgrounds and related music genres.  Compare and contrast various music genres and their relationship to or influence on culture(s).	Classroom discussion with verbal and written assessment Open ended investigations (students select a problem and designs the research for addressing)  Specific extended reading assignments that directly connects to the course content.	Recognize, interpret and identify different style characteristics in a recorded or live performance:  Websites: www.dolmetsch.com Gaggletube		

QUARTER 3			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES

	QUARTER 3				
KN	OWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	
PERFORM:	the individual or HS2-4.IM.P1.A: Develop and a challenges in t HS1-2.IM.P1.B: Demonstrate a and/or improvi HS3-3.IM.P1.B: Examine, evalu HS1.IM.P1.C: Demonstrate an HS2-4.IM.P1.C: Demonstrate th technical skill to HS1-4.IM.P2.A: Demonstrate tf HS1) or Grade HS1-4.IM.P2.B: Demonstrate ff settings. For e phrasing. Den HS1-4.IM.P2.C: Demonstrate m HS1) or UIL Le HS1-4.IM.P2.D: Develop and a feedback from HS1.IM.P3.A: Demonstrate atte repertoire of mus HS2.IM.P3.A: Demonstrate an As3-4.IM.P3.A: Demonstrate an HS3-4.IM.P3.B: Demonstrate an HS2.IM.P3.B: Demonstrate an	ensemble, and the purpose or context of the pertopply criteria to select a varied repertoire to study a the music, the technical skill of the individual or end document, using music reading skills, how consed performances uate, and critique, using music reading skills, how understanding of context in a varied repertoire of ow understanding the style, genre, and context of connect with the audience and ability to read and/or notate music individually by a V music (for HS2-4) using correct pitches, meteromomental control, technical accuracy, range, are example: demonstrate correct posture, characterismonstrate fingerings, bowings, and elements relatinguistical literacy on the instrument, individually and evel V (for HS2-4). For example: apply elements apply strategies to address technical and expressivate teachers, ensemble peers, professional recording ention to musical literacy, fundamental control, technical demands and an understanding of the technical demands and an understanding and mastery of the technical derive of music representing diverse cultures, styles, understanding of expressive intent by connecting understanding of intent as a means for connecting ability to connect with audience members before formances	formance and perform based on an understanding of theore and perform based on an understanding of theore assemble, and the purpose or context of the performance and the purpose or context of the performance and the structure and context impact and inform pregmusic through prepared and/or improvised performance for a varied repertoire of music informs prepared and in ensemble settings. For example: identify, and fluency on the instrument, performing a varied stict tone, intonation, balance, and blend. Apply a feed to manual dexterity. Perform 12 major scales are in ensemble settings, by adequately sight reading associated with successful sight reading using a feed to manual dexterity. Perform 15 music. For gs, and other sources chnical accuracy, and expressive qualities in prepared and/or impressive and an understanding of expressive qualities in prepared and/or impressive and historical periods in multiple types of with an audience through prepared and/or impressive and during the process of engaging with and read and during the process of engaging with and read and during the process of engaging with and read and during the process of engaging with and read and during the process of engaging with and read and during the process of engaging with and read and during the process of engaging with and read and during the process of engaging with and read and during the process of engaging with and read and during the process of engaging with and read and during the process of engaging with and read and during the process of engaging with and read and during the process of engaging with and read and during the process of engaging with and read and during the process of engaging with and read and during the process of engaging with and read and during the process of engaging with and read and during the process of engaging with and read and during the process of engaging with and read and during the process of engaging with and the during the process of engaging with and the process of engaging with and the process o	spects of musical works impact and inform prepared cared and/or improvised performances rmances and/or improvised performance as well as performers' notate, and perform selected Grade IV music (for repertoire of music, individually and in ensemble perpopriate articulation, tempi, dynamics, style, and and a chromatic scale ag a varied repertoire of music at UIL Level IV (for variety of meters, tempi, and key signatures example: evaluate and refine their success using pared and/or improvised performances of a varied repertoire of music dies in prepared and/or improvised performances of a fensembles evised performances	
Vocabulary		Analyze and Describe selected music examples using correct music vocabulary.  Identify terms common to music and visual art, theatre, and dance.	Selected Response (matching, multiple choice, T/F)  Short answer and sentence completion	Book: Masters of Theory, Practical Theory workbook  Websites: www.dolmetsch.com	
			Embedded assessment	www.musictechteacher.com	

	QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES		
Rhythm	Demonstrate and apply correct pitch, intonation, and rhythm performing a varied repertoire of music.  Implement correct notation in various applications.	Rhythm and notation test- aural and written	Examples pulled from current music being studied  Books: A Rhythm a Week, Anne Witt  EssentialTechniques / Essentials for Strings (Kjos)  Website: www.musictechteacher.com		
Ear Training	Demonstrate and apply correct pitch, intonation, and rhythm performing a varied repertoire of music.  Improvise a rhythm or melody over a given chord progression.  Compare and contrast various historical backgrounds and related music genres.	Aural assessment  Embedded assessment  Written music theory skills test(s)  Peer assessment	Book: Essential Techniques / Essentials for Strings  Websites: http://www.musictheory.net/exercises/  http://www.good-ear.com/  http://www.sheetmusic1.com/EAR.TRAINING.HTML  Smart music		
Pitch	Demonstrate and apply correct technique on one's instrument performing a varied repertoire of music.  Demonstrate and apply correct pitch, intonation, and rhythm performing a varied repertoire of music.  Perform scales on one's instrument.	On-demand performance  Aural assessment  Performance test using available technology	Book: Essential Techniques / Essentials for Strings  Website: Smart Music		
Technique	Demonstrate and apply correct technique on one's instrument performing a varied repertoire of music.	Demonstration	Book: Essential Technique / Advanced Techniques for Strings		

	QUARTER 3			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	
	Demonstrate and apply correct pitch, intonation, and rhythm performing a varied repertoire of music.  Produce musicality through style, dynamic control, tempo variation, and phrasing while performing a varied repertoire of music.	Teacher observation  On-demand performance  Embedded assessments	Music selected for sight reading, Concert selections.	
Instrument Maintenance	Demonstrate proper instrument care and maintenance.	Demonstration/observation	Book: Essentials for Strings book 1	
Ensemble	Produce musicality through style, dynamic control, tempo variation, and phrasing while performing a varied repertoire of music.	Performance Event- Concert Festival WTSBOA adjudication form On-demand performance Aural assessment	Books: Music selected from, but not limited to, Teaching Music Through Performance in Orchestra, Vols. 1-3  Teacher selected sheet music Chamber music	
Harmony	Demonstrate and apply correct pitch, intonation, and rhythm performing a varied repertoire of music.  Produce musicality through style, dynamic control, tempo variation, and phrasing while performing a varied repertoire of music.	Aural assessment Oral critique	Book: Harmonized Rhythms For String Orchestra, Forque/Thornton & Anderson Bach Chorales for Strings	
Music Reading	Analyze and execute knowledge of musical notation.  Implement correct notation in various applications.	Written music theory skills test(s)  On-demand performance  Embedded assessment	Selected Music for sight-reading, Concert selections  Website: Smart music	
		Rhythm and notation test – aural and written		

instructional Map		High School Orchestra i-iv			
QUARTER 3					
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES		
Vocalization	Sing harmonies up to four parts with good	On-demand performance	Excerpts from sheet music		
	tone and intonation.	Aural assessment	Execupe wom shoot masis		
			Website:		
			http://thepracticeroom.net/two-part-sight-		
			singing/two-part-levels-1-3/		
Improvisation/Composition	Experiment with variations on a given melody.	Audio recording projects	Pocket trak recorder		
	Create a music arrangement for a specified medium.				
CREATE: HS1.IM.Cr1.A: Compose and	I/or improvise ideas for melodies, rhythmic passage	s, or arrangements over a chordal structure for	specific purposes that reflect characteristics of music		
from a variety	of historical periods				
	I/or improvise ideas for arrangements, sections, and nd/or improvise music ideas for a variety of purpose		reflect characteristics of music from a variety of cultures		
HS1.IM.Cr2.A: Select and de	velop melodies, rhythmic passages, arrangements,	or chordal structures for specific purposes that	demonstrate understanding of characteristics of music		
from a variety	of historical periods studied in rehearsal				
UCO IM Cro A. Coloct and do	volen eherdel etructures, errangemente sociione e	and abort compositions for aposition surpasses the	t domanatrata understanding of characteristics of music		

- **HS2.IM.Cr2.A:** Select and develop chordal structures, arrangements, sections, and short compositions for specific purposes that demonstrate understanding of characteristics of music from a variety of cultures studied in rehearsal
- HS3-4.IM.Cr2.A: Select and develop composed and improvised ideas into musical works organized for a variety of purposes and contexts
- HS1-4.IM.Cr2.B: Describe and document compositions and/or improvisations through standard notation and recording technology
- **HS1-2.IM.Cr3.A:** Evaluate and refine melodies, rhythmic passages, chordal structures, arrangements, sections, short compositions, and/or improvisations based on established or personally developed criteria, including the extent to which they address identified purposes
- HS3-4.IM.Cr3.A: Evaluate and refine varied musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts
- **HS1-2.IM.Cr3.B:** Share personally developed melodies, rhythmic passages, chordal structures, arrangements, short compositions, and/or improvisations, individually or as an ensemble, which address identified purposes
- HS3-4.IM.Cr3.B: Share varied, personally developed musical works, individually or as an ensemble, which address identified purposes and contexts

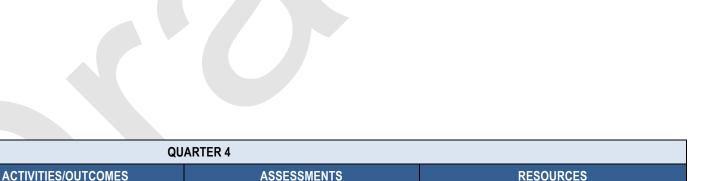
Arrange	Create a music arrangement for a specified	Create a short piece assimilating selected	Books:
Compose	medium.	musical devices.	Masters of Theory or Practical Theory or other
Compose	Implement correct notation in various		workbook

	QUARTER 3				
KNO	OWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	
		applications.	Students will use available technology to create and record compositions	Websites: www.musictheory.net www.sibelius.com www.finalemusic.com www.musescore.net	
Improvise		Experiment with variations on a given melody.  Experiment with rhythmic or chordal accompaniments for a melody.	Improvise using different rhythmic variations	Book: Play Alongs-Jamey Aebersold  Websites: www.jazzbooks.com www.jazzednet.org	
Notate		Implement correct notation in various applications.	Use standard notation to write down short piece of music.	Websites: Music Theory worksheets www.musictheory.net www.musescore.com www.sibelius.com	
RESPOND: HS1-4.IM.R1.A: Identify and justify reasons for selecting music based on characteristics found in music, context, student interest, and personal research from teacher-provided sources  HS1-4.IM.R1.B: Analyze and explain how context and the manipulation of musical elements influences response to music  HS1-2.IM.R2.A: Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, historical significance, personal research, and varied researched sources  HS3-4.IM.R2.A: Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms  HS1-2.IM.R3.A: Evaluate works and performances based on research as well as personally and collaboratively developed criteria, including analysis of the structure and context HS3-4.IM.R3.A: Develop and justify evaluations of musical programs and performances based on criteria, personal decision making, research, and understanding of contexts					
Listen		Analyze and describe teacher-selected listening examples using correct music vocabulary.	Recognize, compare and contrast style characteristics:  Romantic Baroque: Improvisation	Music for Winter Concert  Concert Festival Selections	

	QUARTER 3				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES		
	Analyze and describe teacher-selected listening examples demonstrating knowledge of compositional devices and techniques, which make it unique, interesting, and expressive.	Baroque and Classical turns     Classical: Minuet, Scherzo  Critique recorded or live performance  Interpret written and unwritten dynamics in good ensemble balance  Compare and contrast stylistic playing of different ensembles:     Small ensemble     Large ensemble     Solo	Foreign Language: Origins of vocabulary and terminology in the discipline		
Evaluate	Use selected criteria to evaluate the intent and quality of a composition.  Use selected criteria to evaluate the quality and effectiveness of a live or recorded musical performance.  Use selected criteria to evaluate one's own performance.	Use music terminology to identify, describe, analyze and evaluate specific components of music performed and heard.  Write a critique of a recorded or live performance using correct terminology to identify, describe, analyze and evaluate specific components of music performed and heard.  Evaluate personal performance Define and discuss adjudication criteria	Pocketrak Recorder Bloggie Concert Festival selections  Websites: Free Rubric Creator http://rubistar.4teachers.org/  All West Score Sheet http://www.wtsboa.com/		
	how interests, knowledge, and skills relate to per				
	HS1-4.IM.Cn2.A: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.				
Connect rhythm to math through counting and subdivisions  Connect the style periods through historical context	Illustrate how elements of music (e.g., color, balance, rhythm, texture) are used in similar and distinctive ways in other arts disciplines.  Compare ways in which other academic disciplines, including technology, are	Counting rhythms verbally  Specific extended reading assignments that directly connects to the course content	Mathematics: note and rest values as fractions of a whole.		

#### **High School Orchestra I-IV**

QUARTER 3					
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES		
	interrelated with music.				



KNOWLEDGE & SKILLS

ACTIVITIES/OUTCOMES

ASSESSMENTS

RESOURCES

PERFORM:

HS1.IM.P1.A: Explain the criteria used to select a varied repertoire to study, based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance

**HS2-4.IM.P1.A:** Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose or context of the performance

**HS1-2.IM.P1.B:** Demonstrate and document, using music reading skills, how compositional devices, theoretical, and structural aspects of musical works impact and inform prepared and/or improvised performances

HS3-3.IM.P1.B: Examine, evaluate, and critique, using music reading skills, how the structure and context impact and inform prepared and/or improvised performances HS1.IM.P1.C: Demonstrate an understanding of context in a varied repertoire of music through prepared and/or improvised performances

	QUARTER 4				
KN	IOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	
	HS2-4.IM.P1.C: Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and/or improvised performance as well as performers' technical skill to connect with the audience  HS1-4.IM.P2.A: Demonstrate the ability to read and/or notate music individually and in ensemble settings. For example: identify, notate, and perform selected Grade IV music (for HS1) or Grade V music (for HS2-4) using correct pitches, meters, and rhythms  HS1-4.IM.P2.B: Demonstrate fundamental control, technical accuracy, range, and fluency on the instrument, performing a varied repertoire of music, individually and in ensemble settings. For example: demonstrate correct posture, characteristic tone, intonation, balance, and blend. Apply appropriate articulation, tempi, dynamics, style, and phrasing. Demonstrate fingerings, bowings, and elements related to manual dexterity. Perform 12 major scales and a chromatic scale  HS1-4.IM.P2.C: Demonstrate musical literacy on the instrument, individually and in ensemble settings, by adequately sight reading us varied repertoire of music at UIL Level IV (for HS1) or UIL Level V (for HS2-4). For example: apply elements associated with successful sight reading using a variety of meters, tempi, and key signatures  HS1-4.IM.P2.D: Develop and apply strategies to address technical and expressive challenges in a varied repertoire of music. For example: evaluate and refine their success using feedback from teachers, ensemble peers, professional recordings, and other sources  HS1-IM.P3.A: Demonstrate attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres  HS2-IM.P3.A: Demonstrate an understanding and mastery of the technical demands and an understanding of expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, genres, an				
Vocabulary		Analyze and Describe selected music examples using correct music vocabulary.  Identify terms common to music and visual art, theatre, and dance.	Selected Response (matching, multiple choice, T/F)  Short answer and sentence completion  Embedded assessment	Books: Masters of Theory, Practical Theory workbook (or similar)  Websites: www.dolmetsch.com www.musictechteacher.com	
Rhythm		Demonstrate and apply correct technique on one's instrument performing a varied repertoire of music.  Demonstrate and apply correct pitch, intonation, and rhythm performing a varied repertoire of music.	Rhythm and notation test- aural and written	Examples pulled from current music being studied  Books: A Rhythm a Week, Anne Witt  EssentialTechniques / Essentials for Strings (Kjos)	

QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	
	Produce musicality through style, dynamic control, tempo variation, and phrasing while performing a varied repertoire of music.  Implement correct notation in various applications.		Websites: www.musictechteacher.com	
Ear Training	Demonstrate and apply correct pitch, intonation, and rhythm performing a varied repertoire of music.	Aural assessment Embedded assessment	Books: Essential Techniques / Essentials for Strings	
	Compare and contrast various historical backgrounds and related music genres.		Websites: http://www.musictheory.net/exercises/ http://www.good-ear.com/	
	Compare and contrast various music genres and their relationship to or influence on culture(s).		http://www.sheetmusic1.com/EAR.TRAINING.HTML Smart music	
Pitch	Demonstrate and apply correct technique on one's instrument performing a varied repertoire of music.  Demonstrate and apply correct pitch, intonation, and rhythm performing a varied repertoire of music.  Perform scales on one's instrument.	On-demand performance  Aural assessment  Performance test using available technology	Pocket trax recorder  Book: Essential Techniques / Essentials for Strings  Website: Smart music	
Tone	Produce a characteristic quality of sound performing a varied repertoire of music.  Produce musicality through style, dynamic	Aural assessment Class discussion/group critique	Books: Chorales from Essential Techniques	

QUARTER 4			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
	control, tempo variation, and phrasing while performing a varied repertoire of music.		Bach Chorales for Strings
Technique	Produce a characteristic quality of sound performing a varied repertoire of music.  Demonstrate and apply correct technique on one's instrument performing a varied repertoire of music.  Demonstrate and apply correct pitch, intonation, and rhythm performing a varied repertoire of music.  Produce musicality through style, dynamic control, tempo variation, and phrasing while performing a varied repertoire of music.	Demonstration On-Demand performance Embedded assessment	Book: Essential Techniques for Strings / Advanced Technique for Strings
Instrument Maintenance	Demonstrate proper instrument care and maintenance	Demonstration/observation	Essential Elements 2000 Book 1
Ensemble	Produce musicality through style, dynamic control, tempo variation, and phrasing while performing a varied repertoire of music.	Performance Event- Solo and Ensemble Festival  On-demand performance  Aural assessment  Peer Assessment	Book: Music selected from, but not limited to, Teaching Music Through Performance in Orchestra, Vols. 1-3  Solo and Ensemble Music  Concert selections
Harmony	Demonstrate and apply correct pitch, intonation, and rhythm performing a varied repertoire of music.  Produce musicality through style, dynamic	Aural assessment Oral critique Embedded assessment	Books: Harmonized Rhythms For String Orchestra, Forque/Thornton & Anderson

#### **High School Orchestra I-IV**

QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	
	control, tempo variation, and phrasing while performing a varied repertoire of music.		Bach Chorales for Strings	
Music Reading	Analyze and execute knowledge of musical notation.  Implement correct notation in various applications.	Written music theory skills test(s)  On-demand performance  Embedded assessment  Rhythm and notation test – aural and written	Selected Music for sight-reading, Concert selections  Website: Smart music	
Vocalization	Sing harmonies up to four parts with good tone and intonation.	On-demand performance Aural assessment	Excerpts from sheet music  Website: <a href="http://thepracticeroom.net/two-part-sight-singing/two-part-levels-1-3/">http://thepracticeroom.net/two-part-sight-singing/two-part-levels-1-3/</a>	
Improvisation/Composition  Musical devices  Different rhythmic variations	Experiment with rhythmic or chordal accompaniments for a melody.  Create a music arrangement for a specified medium.	Audio recording Projects	Pocket trak recorder Bloggie  Books: Play Alongs-Jamey Aebersold	
Jazz improvisation			Websites: www.jazzbooks.com www.jazzednet.org www.musescore.com	

CREATE: HS1.IM.Cr1.A: Compose and/or improvise ideas for melodies, rhythmic passages, or arrangements over a chordal structure for specific purposes that reflect characteristics of music from a variety of historical periods

**HS2.IM.Cr1.A:** Compose and/or improvise ideas for arrangements, sections, and short compositions for specific purposes that reflect characteristics of music from a variety of culture **HS3-4.IM.Cr1.A:** Compose and/or improvise music ideas for a variety of purposes and contexts

QUARTER 4			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
HS1.IM.Cr2.A: Select and develop melodies, rhythmic passages, arrangements, or chordal structures for specific purposes that demonstrate understanding of characteristics of music from a variety of historical periods studied in rehearsal  HS2.IM.Cr2.A: Select and develop chordal structures, arrangements, sections, and short compositions for specific purposes that demonstrate understanding of characteristics of music from a variety of cultures studied in rehearsal  HS3-4.IM.Cr2.A: Select and develop composed and improvised ideas into musical works organized for a variety of purposes and contexts  HS1-4.IM.Cr2.B: Describe and document compositions and/or improvisations through standard notation and recording technology  HS1-2.IM.Cr3.A: Evaluate and refine melodies, rhythmic passages, chordal structures, arrangements, sections, short compositions, and/or improvisations based on established or personally developed criteria, including the extent to which they address identified purposes  HS3-4.IM.Cr3.A: Evaluate and refine varied musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts  HS1-2.IM.Cr3.B: Share personally developed melodies, rhythmic passages, chordal structures, arrangements, short compositions, and/or improvisations, individually or as an ensemble, which address identified purposes  HS3-4.IM.Cr3.B: Share varied, personally developed musical works, individually or as an ensemble, which address identified purposes			
Arrange Compose	Compose a musical work with teachergenerated rhythmic, harmonic, melodic, and expressive parameters.  Create a music arrangement for a specified medium.	Create a short piece assimilating selected musical devices.  Students will use available technology to create and record compositions.	Books:  Masters of Theory or Practical Theory or other workbook  Websites:  www.musictheory.net www.sibelius.com www.musescore.net
Improvise	Experiment with variations on a given melody.  Experiment with rhythmic or chordal accompaniments for a melody.	Improvise using different rhythmic variations	Jazz Sheet Music  Books:  Play Alongs-Jamey Aebersold  Websites:  www.jazzbooks.com www.menc.org/s/jazz www.jazzednet.org
Notate	Implement correct notation in various applications.	Use standard notation to write down short piece of music.	Websites: Music Theory worksheets

QUARTER 4					
KN	IOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	
		Create a music arrangement for a specified		www.musictheory.net	
		medium.		www.musescore.com	
				www.sibelius.com	
RESPOND:	HS1-4.IM.R1.A: Identify and just sources	stify reasons for selecting music based on charac	teristics found in music, context, student interest,	and personal research from teacher-provided	
	HS1-4.IM.R1.B: Analyze and explain how context and the manipulation of musical elements influences response to music				
	HS1-2.IM.R2.A: Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, historical significance, personal research, and varied researched sources				
	HS3-4.IM.R2.A: Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms				
	HS1-2.IM.R3.A: Evaluate works	s and performances based on research as well as	s personally and collaboratively developed criteria	a, including analysis of the structure and context	
	HS3-4.IM.R3.A: Develop and ju	ustify evaluations of musical programs and perform	mances based on criteria, personal decision maki	ng, research, and understanding of contexts	
Listen		Analyze and describe teacher-selected listening examples using correct music	Spring Concert music	End of Year Performances	
		vocabulary.	Solo and Ensemble Literature	Website:	
		Analyze and describe teacher-selected listening examples demonstrating knowledge of compositional devices and techniques, which make it unique, interesting, and	On – demand performance	http://www.teoria.com	
		expressive.	Critical listening as evidenced via written reflection		
			Recognize, compare and contrast style characteristics:  • 20th century devices		
			<ul> <li>Jazz</li> <li>Jazz improvisation</li> <li>Swing</li> </ul>		
			Compare and contrast stylistic playing of different ensembles:		
			<ul><li>Small ensemble</li><li>Large ensemble,</li></ul>		

QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	
		• Solo		
Evaluate	Use selected criteria to evaluate the intent and quality of a composition.  Use selected criteria to evaluate the quality and effectiveness of a live or recorded musical performance.  Use selected criteria to evaluate one's own performance.	Music Preparation Write a critique of a recorded or live performance using correct terminology to identify, describe, analyze and evaluate specific components of music performed and heard. Evaluate personal performance Define and discuss adjudication criteria  Aural assessment  Peer group participation and assessment  WTSBOA solo and ensemble adjudication form	Websites: Free rubric creator http://rubistar.4teachers.org/ All West Score Sheet http://www.wtsboa.com/	
CONNECT: HS1-4.IM.Cn1.A: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.  HS1-4.IM.Cn2.A: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.				
Style Characteristic forms	Compare and contrast various historical backgrounds and related music genres.	Classroom discussion with verbal and written assessment	Websites: http://www.teoria.com	
	Compare and contrast various music genres and their relationship to or influence on culture(s).	Aural assessment Exhibition Project	www.dolmetsch.com	
Connect rhythm to math through counting and subdivisions.	Illustrate how elements of music (e.g., color, balance, rhythm, texture) are used in similar	Counting rhythms verbally	Mathematics: note and rest values as fractions of a whole.	

QUARTER 4				
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES	
Connect the style periods through historical context	and distinctive ways in other arts disciplines.  Compare ways in which other academic disciplines, including technology, are interrelated with music.	Specific extended reading assignments that directly connects to the course content	Foreign Language: Origins of vocabulary and terminology in the discipline	