

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 all students 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.

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

Assessments- 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.

QUARTER 1

| KNOWLEDGE & SKILLS | ACTIVITIES/OUTCOMES | ASSESSMENTS | RESOURCES |
|---|---|---|--|
| <p>PERFORM:</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>HS1.IM.P1.C: Demonstrate an understanding of context in a varied repertoire of music through prepared and/or improvised performances</p> <p>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</p> <p>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</p> <p>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</p> <p>HS1-4.IM.P2.C: Demonstrate musical literacy on the instrument, individually and in ensemble settings, by adequately sight reading a 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</p> <p>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</p> <p>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</p> <p>HS2.IM.P3.A: Demonstrate 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, and historical periods</p> <p>HS3-4.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, and historical periods in multiple types of ensembles</p> <p>HS1.IM.P3.B: Demonstrate an understanding of expressive intent by connecting with an audience through prepared and/or improvised performances</p> <p>HS2.IM.P3.B: Demonstrate an understanding of intent as a means for connecting with an audience through prepared and/or improvised performances</p> <p>HS3-4.IM.P3.B: Demonstrate an ability to connect with audience members before and during the process of engaging with and responding to them through prepared and/or improvised performances</p> | <p>Analyze and Describe selected music examples using correct music vocabulary.</p> <p>Identify terms common to music and visual art, theatre, and dance.</p> | <p>Selected Response (matching, multiple choice, T/F)</p> <p>Short answer and sentence completion</p> <p>Embedded assessment: Identification of symbolic artifacts tied to musical ideas/motives e.g., Mussorgsky/Ravel - Pictures at an Exhibition</p> | <p>Books: Masters of Theory, Practical Theory workbook (or similar)</p> <p>Websites: http://www.dolmetsch.com http://www.musictechteacher.com</p> |
| <p>Vocabulary</p> | <p>Analyze and Describe selected music examples using correct music vocabulary.</p> <p>Identify terms common to music and visual art, theatre, and dance.</p> | <p>Selected Response (matching, multiple choice, T/F)</p> <p>Short answer and sentence completion</p> <p>Embedded assessment: Identification of symbolic artifacts tied to musical ideas/motives e.g., Mussorgsky/Ravel - Pictures at an Exhibition</p> | <p>Books: Masters of Theory, Practical Theory workbook (or similar)</p> <p>Websites: http://www.dolmetsch.com http://www.musictechteacher.com</p> |

Instructional Map

High School Orchestra I-IV

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

Instructional Map

High School Orchestra I-IV

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

Instructional Map

High School Orchestra I-IV

| QUARTER 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 |
| <p>CREATE:</p> <p>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</p> <p>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 cultures</p> <p>HS3-4.IM.Cr1.A: Compose and/or improvise music ideas for a variety of purposes and contexts</p> <p>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</p> <p>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</p> <p>HS3-4.IM.Cr2.A: Select and develop composed and improvised ideas into musical works organized for a variety of purposes and contexts</p> <p>HS1-4.IM.Cr2.B: Describe and document compositions and/or improvisations through standard notation and recording technology</p> <p>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</p> <p>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</p> <p>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</p> <p>HS3-4.IM.Cr3.B: Share varied, personally developed musical works, individually or as an ensemble, which address identified purposes and contexts</p> | | | |
| 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 |

Instructional Map

High School Orchestra I-IV

| QUARTER 1 | | | |
|---|---|--|--|
| KNOWLEDGE & 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.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. Analyze and describe teacher-selected listening examples demonstrating knowledge of compositional devices and techniques, | Aural assessment Fall Concert Selections Critical listening as evidenced via written reflection Peer group participation and assessment | Music selected for Fall Concerts |

Instructional Map

High School Orchestra I-IV

| QUARTER 1 | | | |
|---|--|---|--|
| KNOWLEDGE & SKILLS | ACTIVITIES/OUTCOMES | ASSESSMENTS | RESOURCES |
| | which make it unique, interesting, and expressive. | *Specific extended reading assignments that directly connect to the course content. | |
| Evaluate | <p>Use selected criteria to evaluate the intent and quality of a composition.</p> <p>Use selected criteria to evaluate the quality and effectiveness of a live or recorded musical performance.</p> <p>Use selected criteria to evaluate one's own performance.</p> | <p>Define and discuss adjudication criteria.</p> <p>Fall Concert</p> <p>All West Solo, Scales, and Sight Reading Examples</p> | <p>Websites:</p> <p>Free Rubric Creator http://rubistar.4teachers.org/</p> <p>All West Score Sheet http://www.wtsboa.com/</p> |
| <p>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.</p> <p>HS1-4.IM.Cn2.A: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> | | | |
| Style Characteristic forms | <p>Compare and contrast various music genres and their historical backgrounds, and appraise the historical contribution or significance of a given musical work.</p> <p>Compare ways in which the principles and subject matter of other disciplines are interrelated with those of music.</p> | <p>Classroom discussion with verbal and written assessment</p> <p>Open ended investigations (students select a problem and designs the research for addressing)</p> | <p>Recognize, interpret and identify different style characteristics in a recorded or live performance:</p> <ul style="list-style-type: none"> • Baroque: Fugue, Minuet and Trio • Classical: Sonata-allegro form <p>Foreign Language: Origins of vocabulary and terminology in the discipline.</p> <p>Websites:</p> <p>http://www.teoria.com</p> <p>www.dolmetsch.com</p> |

Instructional Map

High School Orchestra I-IV

QUARTER 2

| KNOWLEDGE & SKILLS | ACTIVITIES/OUTCOMES | ASSESSMENTS | RESOURCES |
|---|---|--|---|
| <p>PERFORM:</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>HS1.IM.P1.C: Demonstrate an understanding of context in a varied repertoire of music through prepared and/or improvised performances</p> <p>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</p> <p>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</p> <p>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</p> <p>HS1-4.IM.P2.C: Demonstrate musical literacy on the instrument, individually and in ensemble settings, by adequately sight reading a 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</p> <p>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</p> <p>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</p> <p>HS2.IM.P3.A: Demonstrate 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, and historical periods</p> <p>HS3-4.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, and historical periods in multiple types of ensembles</p> <p>HS1.IM.P3.B: Demonstrate an understanding of expressive intent by connecting with an audience through prepared and/or improvised performances</p> <p>HS2.IM.P3.B: Demonstrate an understanding of intent as a means for connecting with an audience through prepared and/or improvised performances</p> <p>HS3-4.IM.P3.B: Demonstrate an ability to connect with audience members before and during the process of engaging with and responding to them through prepared and/or improvised performances</p> | | | |
| Vocabulary | <p>Analyze and Describe selected music examples using correct music vocabulary.</p> <p>Identify terms common to music and visual art, theatre, and dance.</p> | <p>Selected Response (matching, multiple choice, T/F) as related to musical vocabulary being studied or that is found in the music they are performing.</p> <p>Short answer and sentence completion</p> <p>Embedded assessment</p> | <p>Book: Masters of Theory, Practical Theory workbook (or similar)</p> <p>Websites: www.dolmetsch.com www.musictechteacher.com</p> |

Instructional Map

High School Orchestra I-IV

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

Instructional Map

High School Orchestra I-IV

| 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. Demonstrate ability to listen and perform as an effective member of an ensemble. Sight-read at an appropriate experience level. | Peer group participation and assessment On-demand performance | Books: Music selected from, but not limited to, Teaching Music Through Performance in Orchestra Vols. 1-3 Teacher selected sheet music Chamber music |
| Music Reading | Produce musicality through style, dynamic control, tempo variation, and phrasing while performing a varied repertoire of music. Execute, correctly, the technical and musical aspects of sight-reading. Analyze and execute knowledge of musical notation. Implement correct notation in various applications. | On-demand performance Embedded assessment Rhythm and notation test – aural and written. | Selected music for sight reading Websites: Smart Music http://www.good-ear.com/ http://www.sheetmusic1.com/EAR.TRAINING.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/ |

Instructional Map

High School Orchestra I-IV

| QUARTER 2 | | | |
|--|---|---|---|
| KNOWLEDGE & SKILLS | ACTIVITIES/OUTCOMES | ASSESSMENTS | RESOURCES |
| | | | http://www.sheetmusic1.com/EAR.TRAINING.HTML |
| Improvisation/Composition | <p>Through a traditional ensemble, create a rhythmic or melodic improvised solo over a given chord progression.</p> <p>Compose music demonstrating creativity in using the elements of music for expressive effect.</p> | <p>Audio recordings</p> <p>Completed student compositions and projects</p> | <p>Books:</p> <p>Alfred Jazz Play-Along Series Play Alongs-Jamey Aebersold</p> <p>Websites:</p> <p>www.jazzbooks.com</p> <p>www.jazzednet.org</p> |
| <p>CREATE:</p> <p>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</p> <p>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 cultures</p> <p>HS3-4.IM.Cr1.A: Compose and/or improvise music ideas for a variety of purposes and contexts</p> <p>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</p> <p>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</p> <p>HS3-4.IM.Cr2.A: Select and develop composed and improvised ideas into musical works organized for a variety of purposes and contexts</p> <p>HS1-4.IM.Cr2.B: Describe and document compositions and/or improvisations through standard notation and recording technology</p> <p>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</p> <p>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</p> <p>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</p> <p>HS3-4.IM.Cr3.B: Share varied, personally developed musical works, individually or as an ensemble, which address identified purposes and contexts</p> | | | |
| 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 |

Instructional Map

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 | | | |

Instructional Map

High School Orchestra I-IV

| QUARTER 2 | | | |
|---|---|---|---|
| KNOWLEDGE & SKILLS | ACTIVITIES/OUTCOMES | ASSESSMENTS | RESOURCES |
| <p>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</p> <p>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</p> <p>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</p> <p>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</p> | | | |
| Listen | <p>Analyze and describe teacher-selected listening examples using correct music vocabulary.</p> <p>Analyze and describe teacher-selected listening examples demonstrating knowledge of compositional devices and techniques, which make it unique, interesting, and expressive.</p> | <p>Recognize, compare and contrast style characteristics:</p> <ul style="list-style-type: none"> • Medieval/Renaissance: Church modes • Baroque: Fugue, Minuet and Trio, terraced dynamics • Classical: Sonata-allegro form, rondo <p>Critique recorded or live performance, Interpret written and unwritten dynamics in good ensemble balance.</p> <p>Compare and contrast stylistic playing of different ensembles: concerto grosso, large ensemble.</p> | <p>School Ensemble music</p> <p>Holiday Concert Music</p> <p>All-West Audition Excerpts</p> <p>Website: http://www.wikipedia.com</p> |
| Evaluate | <p>Use selected criteria to evaluate the intent and quality of a composition.</p> <p>Use selected criteria to evaluate the quality and effectiveness of a live or recorded musical performance.</p> <p>Use selected criteria to evaluate one's own performance.</p> | <p>Written critique of a live performance using specific guidelines</p> <p>Oral Critique</p> <p>Self assessment</p> <p>Peer assessment</p> | <p>Pocket Trak Recorder or Bloggie</p> <p>All-City music</p> <p>Holiday Concert Music</p> <p>All-West Audition Excerpts</p> <p>Websites: Free Rubric Creator http://rubistar.4teachers.org/</p> <p>All West Score Sheet http://www.wtsboa.com/</p> |
| <p>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.</p> | | | |

Instructional Map

High School Orchestra I-IV

| 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, and daily life. | | | |
| Style Characteristic forms | <p>Illustrate how elements of music (e.g., color, balance, rhythm, texture) are used in similar and distinctive ways in other arts disciplines.</p> <p>Compare ways in which other academic disciplines, including technology, are interrelated with music.</p> <p>Compare and contrast various historical backgrounds and related music genres.</p> <p>Compare and contrast various music genres and their relationship to or influence on culture(s).</p> | <p>Classroom discussion with verbal and written assessment</p> <p>Open ended investigations (students select a problem and designs the research for addressing)</p> <p>Specific extended reading assignments that directly connects to the course content.</p> | <p>Recognize, interpret and identify different style characteristics in a recorded or live performance:</p> <p>Websites: www.dolmetsch.com Gaggletube</p> |

| QUARTER 3 | | | |
|--------------------|---------------------|-------------|-----------|
| KNOWLEDGE & SKILLS | ACTIVITIES/OUTCOMES | ASSESSMENTS | RESOURCES |

Instructional Map

High School Orchestra I-IV

| QUARTER 3 | | | |
|--------------------|--|--|--|
| KNOWLEDGE & SKILLS | ACTIVITIES/OUTCOMES | ASSESSMENTS | RESOURCES |
| PERFORM: | <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>HS1.IM.P1.C: Demonstrate an understanding of context in a varied repertoire of music through prepared and/or improvised performances</p> <p>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</p> <p>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</p> <p>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</p> <p>HS1-4.IM.P2.C: Demonstrate musical literacy on the instrument, individually and in ensemble settings, by adequately sight reading a 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</p> <p>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</p> <p>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</p> <p>HS2.IM.P3.A: Demonstrate 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, and historical periods</p> <p>HS3-4.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, and historical periods in multiple types of ensembles</p> <p>HS1.IM.P3.B: Demonstrate an understanding of expressive intent by connecting with an audience through prepared and/or improvised performances</p> <p>HS2.IM.P3.B: Demonstrate an understanding of intent as a means for connecting with an audience through prepared and/or improvised performances</p> <p>HS3-4.IM.P3.B: Demonstrate an ability to connect with audience members before and during the process of engaging with and responding to them through prepared and/or improvised performances</p> | | |
| Vocabulary | <p>Analyze and Describe selected music examples using correct music vocabulary.</p> <p>Identify terms common to music and visual art, theatre, and dance.</p> | <p>Selected Response (matching, multiple choice, T/F)</p> <p>Short answer and sentence completion</p> <p>Embedded assessment</p> | <p>Book: Masters of Theory, Practical Theory workbook</p> <p>Websites: www.dolmetsch.com www.musictechteacher.com</p> |

Instructional Map

High School Orchestra I-IV

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

Instructional Map

High School Orchestra I-IV

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

Instructional Map

High School Orchestra I-IV

| QUARTER 3 | | | |
|---------------------------|--|---|---|
| KNOWLEDGE & SKILLS | ACTIVITIES/OUTCOMES | ASSESSMENTS | RESOURCES |
| Vocalization | Sing harmonies up to four parts with good tone and intonation. | On-demand performance Aural assessment | Excerpts from sheet music Website: http://thepracticeroom.net/two-part-sight-singing/two-part-levels-1-3/ |
| Improvisation/Composition | Experiment with variations on a given melody. Create a music arrangement for a specified medium. | Audio recording projects | Pocket trak recorder |
| CREATE: | <p>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</p> <p>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 cultures</p> <p>HS3-4.IM.Cr1.A: Compose and/or improvise music ideas for a variety of purposes and contexts</p> <p>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</p> <p>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</p> <p>HS3-4.IM.Cr2.A: Select and develop composed and improvised ideas into musical works organized for a variety of purposes and contexts</p> <p>HS1-4.IM.Cr2.B: Describe and document compositions and/or improvisations through standard notation and recording technology</p> <p>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</p> <p>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</p> <p>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</p> <p>HS3-4.IM.Cr3.B: Share varied, personally developed musical works, individually or as an ensemble, which address identified purposes and contexts</p> | | |
| Arrange Compose | Create a music arrangement for a specified medium. Implement correct notation in various | Create a short piece assimilating selected musical devices. | Books: Masters of Theory or Practical Theory or other workbook |

Instructional Map

High School Orchestra I-IV

| QUARTER 3 | | | |
|--------------------|---|---|--|
| KNOWLEDGE & 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: <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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/ |
| 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. | | | |
| 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. |

Instructional Map

High School Orchestra I-IV

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

| QUARTER 4 | | | |
|--------------------|---|-------------|-----------|
| KNOWLEDGE & SKILLS | ACTIVITIES/OUTCOMES | ASSESSMENTS | RESOURCES |
| PERFORM: | <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>HS1.IM.P1.C: Demonstrate an understanding of context in a varied repertoire of music through prepared and/or improvised performances</p> | | |

Instructional Map

High School Orchestra I-IV

| QUARTER 4 | | | |
|--|---|--|--|
| KNOWLEDGE & SKILLS | ACTIVITIES/OUTCOMES | ASSESSMENTS | RESOURCES |
| <p>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</p> <p>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</p> <p>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</p> <p>HS1-4.IM.P2.C: Demonstrate musical literacy on the instrument, individually and in ensemble settings, by adequately sight reading a 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</p> <p>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</p> <p>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</p> <p>HS2.IM.P3.A: Demonstrate 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, and historical periods</p> <p>HS3-4.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, and historical periods in multiple types of ensembles</p> <p>HS1.IM.P3.B: Demonstrate an understanding of expressive intent by connecting with an audience through prepared and/or improvised performances</p> <p>HS2.IM.P3.B: Demonstrate an understanding of intent as a means for connecting with an audience through prepared and/or improvised performances</p> <p>HS3-4.IM.P3.B: Demonstrate an ability to connect with audience members before and during the process of engaging with and responding to them through prepared and/or improvised performances</p> | | | |
| Vocabulary | <p>Analyze and Describe selected music examples using correct music vocabulary.</p> <p>Identify terms common to music and visual art, theatre, and dance.</p> | <p>Selected Response (matching, multiple choice, T/F)</p> <p>Short answer and sentence completion</p> <p>Embedded assessment</p> | <p>Books: Masters of Theory, Practical Theory workbook (or similar)</p> <p>Websites: www.dolmetsch.com www.musictechteacher.com</p> |
| Rhythm | <p>Demonstrate and apply correct technique on one's instrument performing a varied repertoire of music.</p> <p>Demonstrate and apply correct pitch, intonation, and rhythm performing a varied repertoire of music.</p> | Rhythm and notation test- aural and written | <p>Examples pulled from current music being studied</p> <p>Books: A Rhythm a Week, Anne Witt</p> <p>EssentialTechniques / Essentials for Strings (Kjos)</p> |

Instructional Map

High School Orchestra I-IV

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

Instructional Map

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 |
| Technique | <p>Produce a characteristic quality of sound performing a varied repertoire of music.</p> <p>Demonstrate and apply correct technique on one's instrument performing a varied repertoire of music.</p> <p>Demonstrate and apply correct pitch, intonation, and rhythm performing a varied repertoire of music.</p> <p>Produce musicality through style, dynamic control, tempo variation, and phrasing while performing a varied repertoire of music.</p> | <p>Demonstration</p> <p>On-Demand performance</p> <p>Embedded assessment</p> | <p>Book: Essential Techniques for Strings / Advanced Technique for Strings</p> |
| 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. | <p>Performance Event- Solo and Ensemble Festival</p> <p>On-demand performance</p> <p>Aural assessment</p> <p>Peer Assessment</p> | <p>Book: Music selected from, but not limited to, Teaching Music Through Performance in Orchestra, Vols. 1-3</p> <p>Solo and Ensemble Music</p> <p>Concert selections</p> |
| Harmony | <p>Demonstrate and apply correct pitch, intonation, and rhythm performing a varied repertoire of music.</p> <p>Produce musicality through style, dynamic</p> | <p>Aural assessment</p> <p>Oral critique</p> <p>Embedded assessment</p> | <p>Books: Harmonized Rhythms For String Orchestra, Forque/Thornton & Anderson</p> |

Instructional Map

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: http://thepreparator.net/two-part-sight-singing/two-part-levels-1-3/ |
| Improvisation/Composition Musical devices Different rhythmic variations Jazz improvisation | 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 Websites: www.jazzbooks.com www.jazzednet.org www.musescore.com |
| <p>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</p> <p> 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</p> <p> HS3-4.IM.Cr1.A: Compose and/or improvise music ideas for a variety of purposes and contexts</p> | | | |

Instructional Map

High School Orchestra I-IV

| QUARTER 4 | | | |
|---|--|---|---|
| KNOWLEDGE & SKILLS | ACTIVITIES/OUTCOMES | ASSESSMENTS | RESOURCES |
| <p>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</p> <p>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</p> <p>HS3-4.IM.Cr2.A: Select and develop composed and improvised ideas into musical works organized for a variety of purposes and contexts</p> <p>HS1-4.IM.Cr2.B: Describe and document compositions and/or improvisations through standard notation and recording technology</p> <p>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</p> <p>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</p> <p>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</p> <p>HS3-4.IM.Cr3.B: Share varied, personally developed musical works, individually or as an ensemble, which address identified purposes and contexts</p> | | | |
| <p>Arrange</p> <p>Compose</p> | <p>Compose a musical work with teacher-generated rhythmic, harmonic, melodic, and expressive parameters.</p> <p>Create a music arrangement for a specified medium.</p> | <p>Create a short piece assimilating selected musical devices.</p> <p>Students will use available technology to create and record compositions.</p> | <p>Books:</p> <p>Masters of Theory or Practical Theory or other workbook</p> <p>Websites:</p> <p>www.musictheory.net</p> <p>www.sibelius.com</p> <p>www.musescore.net</p> |
| <p>Improvise</p> | <p>Experiment with variations on a given melody.</p> <p>Experiment with rhythmic or chordal accompaniments for a melody.</p> | <p>Improvise using different rhythmic variations</p> | <p>Jazz Sheet Music</p> <p>Books:</p> <p>Play Alongs-Jamey Aebersold</p> <p>Websites:</p> <p>www.jazzbooks.com</p> <p>www.menc.org/s/jazz</p> <p>www.jazzednet.org</p> |
| <p>Notate</p> | <p>Implement correct notation in various applications.</p> | <p>Use standard notation to write down short piece of music.</p> | <p>Websites:</p> <p>Music Theory worksheets</p> |

Instructional Map

High School Orchestra I-IV

| QUARTER 4 | | | |
|--|---|---|--|
| KNOWLEDGE & SKILLS | ACTIVITIES/OUTCOMES | ASSESSMENTS | RESOURCES |
| | Create a music arrangement for a specified medium. | | www.musictheory.net www.musescore.com www.sibelius.com |
| <p>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</p> <p>HS1-4.IM.R1.B: Analyze and explain how context and the manipulation of musical elements influences response to music</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> | | | |
| Listen | <p>Analyze and describe teacher-selected listening examples using correct music vocabulary.</p> <p>Analyze and describe teacher-selected listening examples demonstrating knowledge of compositional devices and techniques, which make it unique, interesting, and expressive.</p> | <p>Spring Concert music</p> <p>Solo and Ensemble Literature</p> <p>On – demand performance</p> <p>Critical listening as evidenced via written reflection</p> <p>Recognize, compare and contrast style characteristics:</p> <ul style="list-style-type: none"> • 20th century devices • Jazz • Jazz improvisation • Swing <p>Compare and contrast stylistic playing of different ensembles:</p> <ul style="list-style-type: none"> • Small ensemble • Large ensemble, | <p>End of Year Performances</p> <p>Website: http://www.teoria.com</p> |

| QUARTER 4 | | | |
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| KNOWLEDGE & SKILLS | ACTIVITIES/OUTCOMES | ASSESSMENTS | RESOURCES |
| | | <ul style="list-style-type: none"> Solo | |
| Evaluate | <p>Use selected criteria to evaluate the intent and quality of a composition.</p> <p>Use selected criteria to evaluate the quality and effectiveness of a live or recorded musical performance.</p> <p>Use selected criteria to evaluate one's own performance.</p> | <p>Music Preparation</p> <p>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.</p> <p>Evaluate personal performance</p> <p>Define and discuss adjudication criteria</p> <p>Aural assessment</p> <p>Peer group participation and assessment</p> <p>WTSBOA solo and ensemble adjudication form</p> | <p>Websites:</p> <p>Free rubric creator http://rubistar.4teachers.org/</p> <p>All West Score Sheet http://www.wtsboa.com/</p> |
| <p>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.</p> <p>HS1-4.IM.Cn2.A: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> | | | |
| Style Characteristic forms | <p>Compare and contrast various historical backgrounds and related music genres.</p> <p>Compare and contrast various music genres and their relationship to or influence on culture(s).</p> | <p>Classroom discussion with verbal and written assessment</p> <p>Aural assessment</p> <p>Exhibition Project</p> | <p>Websites:</p> <p>http://www.teoria.com</p> <p>www.dolmetsch.com</p> |
| 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 | | | |
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| 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 |

Draft