

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.

Instructional Map

Middle School Orchestra III

QUARTER 1			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
PERFORM: 8.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. 8.IM.P1.B Demonstrate, using music reading skills, how compositional devices and theoretical and structural aspects of musical works impact and inform prepared and/or improvised performances. 8.IM.P1.C Demonstrate an understanding of context in a varied repertoire of music through prepared and/or improvised performances. 8.IM.P2.A Demonstrate the ability to read and notate music individually and in ensemble settings. 8.IM.P2.B Demonstrate fundamental control of the instrument, performing a varied repertoire of music individually and in ensemble settings. 8.IM.P2.C Demonstrate musical literacy on the instrument, individually and in ensemble settings, by adequately sight reading a varied repertoire of music. 8.IM.P2.D Develop and apply strategies to address technical and expressive challenges in a varied repertoire of music. 8.IM.P3.A Demonstrate attention to technical demands and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres. 8.IM.P3.B Demonstrate an understanding of expressive intent by connecting with an audience through prepared and/or improvised performances.			
Singing	Sing a melody in unison with advanced competence pitch accuracy.	Vocal demonstration of major scale(s), arpeggio(s), and broken thirds in one or more keys. Vocal demonstration of short, simple melodies in major keys.	Essential Technique 2000 for strings (ET) beginning on page 18 (student book). *Allow students to write in Solfege under the pitches. www.musictheory.net (interval trainer) http://neilhawes.com/sstheory/sitesing.htm
Playing Instruments	Demonstrate fundamental bowing technique on one's instrument. Demonstrate fundamental left hand technique.	Students will bow with correct elbow and wrist position, good bow hand shape, with a relaxed shoulder while creating a good quality of sound, Students will play with feet balanced using correct posture, curved fingers, straight wrist and proper thumb shape.	Essential Elements 2000, book 2 - Teacher's edition – pp. 26 & 27
Rhythm	Differentiate between correct and incorrect rhythm. Apply techniques of sight-reading.	Rhythm games (teacher choice) Musictechteacher.com	www.musictechteacher.com Student quiz results are printable and may be completed at home, in classroom, or computer

Instructional Map

Middle School Orchestra III

	Identify and interpret standard musical notation using dotted rhythms.	Performance of Dotted Rhythms: ET page 38, Student Choice	lab. ET, Teacher's Manual pp. 275-279.
Terms of Expression	Demonstrate and understand musicality through style, dynamic control, tempo variation, and phrase shaping.	Music Terms quiz(es). Musictechteacher.com Recognition and Application of term as it applies to teacher selected sheet music.	www.musictechteacher.com Several term quizzes to choose from along with a downloadable "Musical Terms and Expressions Definitions/Help" study guide. Sheet music
Note Reading	Differentiate between correct and incorrect pitch.	Music Note quiz(es).	www.teoria.com www.musictheory.net String Explorer Teacher's Kit 2
Time Signatures	Identify, notate and perform intermediate rhythms.	Students will count, clap, and perform (individually or as a group) musical samples provided by the teacher. Students will complete a given measure with the correct note value based on the time signature.	www.musictechteacher.com "Fill In The Measure" "Going Nuts Over Time Signs" "How Is Your Timing" www.teoria.com – time signatures
Intonation	Perform a major scale in at least eight keys.	Each student will perform a selected scale(s) and will be evaluated on right hand position, left hand position, intonation/correct notes.	ET Book 2, Teacher's Edition page 19. http://shop.theviolincase.com/pages/Printable-Scales.html
CREATE:	<p>8.IM.Cr1.A Compose and improvise ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristics of music from a variety of historical periods.</p> <p>8.IM.Cr2.A Select and develop draft melodic and rhythmic passages and arrangements for specific purposes that demonstrate understanding of characteristics of music from a variety of historical periods.</p> <p>8.IM.Cr2.B Preserve draft compositions and/or improvisations through musical notation and/or recording technology.</p> <p>8.IM.Cr3.A Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on musically and developmentally appropriate criteria.</p> <p>8.IM.Cr3.B Share personally developed melodies, rhythmic passages, and arrangements, individually or as an ensemble, that address identified purposes.</p>		
Improvise	Improvise a non-notated melody in a stylistically appropriate manner using diverse variation within a tonic and dominant progression.	Students will improvise a 5-note melody over a recorded blues accompaniment.	Nothin' But Blues, volume 2 Jamey Aebersold www.jazzbooks.com www.jazzednet.org

Instructional Map

Middle School Orchestra III

<p>RESPOND: 8.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>8.IM.R1.B Through visual and aural examples, analyze and explain how context and the manipulation of musical elements influence response to music.</p> <p>8.IM.R2.A Explain and support interpretations of the artistic intent and aesthetic qualities of musical works, citing as evidence the treatment of the elements of music, contexts, and historical significance.</p> <p>8.IM.R3.A Identify and justify musical preferences using appropriate vocabulary, context, student opinion, and personal research gathered from varied sources.</p>			
Evaluate	<p>Describe musical examples using appropriate vocabulary/terminology.</p> <p>Evaluate the quality and effectiveness of one's own and another's performance using selected criteria.</p>	<p>Group discussion of musical selections to be performed in the All City Orchestra Concert</p>	<p>All City Orchestra music TBD at the beginning of each school year.</p>
<p>CONNECT: 8.IM.Cn1.A Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>8.IM.Cn2.A Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>			
Interdisciplinary Connections	<p>Discuss the role of technology in creating, producing, and listening to music.</p>	<p>Technology Assessment: www.musictechteacher.com "Adding It All Up"</p> <p>Teacher generated worksheet and quiz.</p>	<p>www.musictechteacher.com</p>
Historical and Cultural Relationships	<p>Recognize and describe distinguishing characteristics of music from various historical periods.</p>	<p>WTSBOA audition music: practice and performance</p>	<p>Music to be determined by WTSBOA. www.wtsboa.com (Refer to calendar and then "All West Auditions")</p>

QUARTER 2			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
<p>PERFORM: 8.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>8.IM.P1.B Demonstrate, using music reading skills, how compositional devices and theoretical and structural aspects of musical works impact and inform prepared and/or improvised performances.</p> <p>8.IM.P1.C Demonstrate an understanding of context in a varied repertoire of music through prepared and/or improvised performances.</p> <p>8.IM.P2.A Demonstrate the ability to read and notate music individually and in ensemble settings.</p> <p>8.IM.P2.B Demonstrate fundamental control of the instrument, performing a varied repertoire of music individually and in ensemble settings.</p> <p>8.IM.P2.C Demonstrate musical literacy on the instrument, individually and in ensemble settings, by adequately sight reading a varied repertoire of music.</p> <p>8.IM.P2.D Develop and apply strategies to address technical and expressive challenges in a varied repertoire of music.</p> <p>8.IM.P3.A Demonstrate attention to technical demands and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.</p> <p>8.IM.P3.B Demonstrate an understanding of expressive intent by connecting with an audience through prepared and/or improvised performances.</p>			
Singing	Demonstrate an understanding of pitch and rhythm through singing musical examples.	Vocal demonstration of short, simple melodies in major keys.	http://neilhawes.com/sstheory/sitesing.htm
Rhythm	Differentiate between correct and incorrect rhythm. Identify and interpret standard musical notation.	Rhythm games (teacher choice) Musictechteacher.com Performance of Sixteenth Note Rhythm: ET page39	www.musictechteacher.com Student quiz results are printable and may be completed at home, in classroom, or computer lab.
Terms of Expression	Demonstrate and understand musicality through style, dynamic control, tempo variation, and phrase shaping.	Selected Response: Music Terms quiz(es). www.musictechteacher.com Recognition and Application of term as it applies to teacher selected sheet music.	www.musictechteacher.com Several term quizzes to choose from along with a downloadable terms and definitions study guide. Sheet music
Note Reading	Students will understand 3 rd position fingering in violin and viola, 3 rd and 4 th position in cello and 3 rd , 4 th , and 5 th position in bass. Students will play notes in the above mentioned positions with pitch and fingering	Notation of fingerings for various positions. Test students as they play exercises EE pp. 5-11 Complete the study sheet and worksheet on enharmonics in the ET Teacher's Manual pp. 24-	ET Teacher's Manual pages 24-26: <ul style="list-style-type: none"> • Worksheet/Quiz 1 • Worksheet/Quiz 2 • Worksheet/Quiz 3

Instructional Map

Middle School Orchestra III

QUARTER 2			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
	accuracy. Students will understand enharmonics	26	ET Teacher's Manual - Higher Position Test - p. 20 ET Teacher's Edition pages 36-38: Enharmonics
Intonation	Perform a major scale in at least eight keys. Video students as they progress through their scales and place in portfolio.	Each student will perform a scale in two octaves and will be evaluated on left hand shape, thumb shape and position, correct fingering, quality of sound, intonation.	ET Teachers Edition page 19
Tone Production	Demonstrate continuing tonal development and an understanding of excellent tone quality through proper bowing techniques.	Bowing Skills Quiz	ET book 2 - Teacher's Manual - page 26
<p>CREATE:</p> <p>8.IM.Cr1.A Compose and improvise ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristics of music from a variety of historical periods.</p> <p>8.IM.Cr2.A Select and develop draft melodic and rhythmic passages and arrangements for specific purposes that demonstrate understanding of characteristics of music from a variety of historical periods.</p> <p>8.IM.Cr2.B Preserve draft compositions and/or improvisations through musical notation and/or recording technology.</p> <p>8.IM.Cr3.A Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on musically and developmentally appropriate criteria.</p> <p>8.IM.Cr3.B Share personally developed melodies, rhythmic passages, and arrangements, individually or as an ensemble, that address identified purposes.</p>			
Notation	Compose or arrange a grade-appropriate short instrumental piece/warm up for a specified goal using traditional or non-traditional notation and including the elements of music. Place samples in your portfolio.	Use a teacher-designed rubric to evaluate student compositions. Provide guidelines such as: the composition should be in the key of D major, should be at least 8 measures long, should begin on tonic, move to the dominant and then return to tonic.	Finale or Sibelius
Improvise	Improvise a solo over a given chord progression, through the medium of a traditional and/or jazz ensemble. Place sample recordings of your students in your portfolio.	Students will demonstrate improvisation by performing solos with an accompaniment.	Jazz Sheet Music Nothin' But The Blues by Jamey Aebersold www.jazzbooks.com

Instructional Map

Middle School Orchestra III

QUARTER 2			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
RESPOND: 8.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. 8.IM.R1.B Through visual and aural examples, analyze and explain how context and the manipulation of musical elements influence response to music. 8.IM.R2.A Explain and support interpretations of the artistic intent and aesthetic qualities of musical works, citing as evidence the treatment of the elements of music, contexts, and historical significance. 8.IM.R3.A Identify and justify musical preferences using appropriate vocabulary, context, student opinion, and personal research gathered from varied sources.			
Historical Relationships	Student demonstrates proficiency in identifying a variety of musical styles and genres from recorded and/or live performances.	Students will distinguish learned music on the basis of style, historical era and composer information.	Recordings of concert selections.
Performance	Student demonstrates proficiency in identifying a variety of uses and effectiveness of musical elements in rehearsal and performance literature.	Students will evaluate orally a recorded performance of their fall concert music.	Teacher selected sheet music
CONNECT: 8.IM.Cn1.A Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. 8.IM.Cn2.A Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.			
Interdisciplinary Connections	Students will be able to describe the relationship of music with various academic disciplines outside the arts.	Work with a foreign language teacher to help the students create a unit project based on music and culture from another country.	Teacher directed / Student choice
Historical and Cultural Relationships	Students will be able to identify historical periods and/or cultures of selected instrumental literature.	Have students study the history of stringed instruments and present a project to the class.	Teacher directed / Student choice

QUARTER 3			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
PERFORM: 8.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. 8.IM.P1.B Demonstrate, using music reading skills, how compositional devices and theoretical and structural aspects of musical works impact and inform prepared and/or improvised performances. 8.IM.P1.C Demonstrate an understanding of context in a varied repertoire of music through prepared and/or improvised performances. 8.IM.P2.A Demonstrate the ability to read and notate music individually and in ensemble settings. 8.IM.P2.B Demonstrate fundamental control of the instrument, performing a varied repertoire of music individually and in ensemble settings. 8.IM.P2.C Demonstrate musical literacy on the instrument, individually and in ensemble settings, by adequately sight reading a varied repertoire of music. 8.IM.P2.D Develop and apply strategies to address technical and expressive challenges in a varied repertoire of music. 8.IM.P3.A Demonstrate attention to technical demands and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres. 8.IM.P3.B Demonstrate an understanding of expressive intent by connecting with an audience through prepared and/or improvised performances.			
Singing	Demonstrate an understanding of pitch and rhythm through singing musical examples.	Vocal demonstration of short, simple melodies in major keys.	http://neilhawes.com/sstheory/sitesing.htm
Rhythm	Identify, notate, and perform intermediate rhythms.	Students will be able to match rhythmic patterns with their meter. Teoria.com will allow the teacher to choose the number of exercises and level of difficulty and will score the students work.	www.teoria.com – time signatures
Note Reading	Students will understand second and second ½ positions. Students will play notes in the above mentioned positions with pitch and fingering accuracy.	Notation of fingerings for various positions. Test students as they play exercises EE pp. 12-17	ET Teacher's Manual pp. 27-29: <ul style="list-style-type: none"> • Worksheet/Quiz 4 • Worksheet/Quiz 5 • Worksheet/Quiz 6 ET Teacher's Manual - Higher Position Test - p. 20

Instructional Map

Middle School Orchestra III

QUARTER 3			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
Intonation	Perform a major scale in at least eight keys. Video students as they progress through their scales and place in portfolio.	Each student will perform a scale in two octaves and will be evaluated on left hand shape, thumb shape and position, correct fingering, quality of sound, intonation.	ET Teachers Edition page 19
Tone Production	Demonstrate continuing tonal development and an understanding of excellent tone quality through proper bowing techniques.	Bowing Skills Quiz	ET book 2 - Teacher's Manual - page 26
CREATE:	<p>8.IM.Cr1.A Compose and improvise ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristics of music from a variety of historical periods.</p> <p>8.IM.Cr2.A Select and develop draft melodic and rhythmic passages and arrangements for specific purposes that demonstrate understanding of characteristics of music from a variety of historical periods.</p> <p>8.IM.Cr2.B Preserve draft compositions and/or improvisations through musical notation and/or recording technology.</p> <p>8.IM.Cr3.A Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on musically and developmentally appropriate criteria.</p> <p>8.IM.Cr3.B Share personally developed melodies, rhythmic passages, and arrangements, individually or as an ensemble, that address identified purposes.</p>		
Arrange	Students will take a four-part hymn tune and turn it into a string quartet arrangement using Finale or Sibelius.	<p>Guide students through using Finale or Sibelius to create a string quartet for 2 violins, a cello and a bass using a four-part hymn tune. Have the students play their arrangement.</p> <p>Use a teacher created rubric to grade the arrangements based on accuracy of pitches, proper rhythms and dynamics.</p>	Finale or Sibelius Hymnal
RESPOND:	<p>8.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>8.IM.R1.B Through visual and aural examples, analyze and explain how context and the manipulation of musical elements influence response to music.</p> <p>8.IM.R2.A Explain and support interpretations of the artistic intent and aesthetic qualities of musical works, citing as evidence the treatment of the elements of music, contexts, and historical significance.</p> <p>8.IM.R3.A Identify and justify musical preferences using appropriate vocabulary, context, student opinion, and personal research gathered from varied sources.</p>		
Festival Assessment	Students will be able to apply specific criteria (rubric) to evaluate his/her personal contribution in an instrumental performance and to evaluate their ensemble's performance	As students prepare for festival, record them over the course of their progress and have them discuss areas that need improvement. Also have them listen to a number of	Gaggletube www.jwpepper.com Bloggie

Instructional Map

Middle School Orchestra III

QUARTER 3			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
	as compared to exemplary models.	recordings of the pieces they are learning for festival and compare them with how they are currently playing.	Selected festival pieces.
CONNECT: 8.IM.Cn1.A Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. 8.IM.Cn2.A Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.			
Music History	Students will be able to identify historical periods and/or cultures of selected concert festival music.	Have students write a report about the composer of the music that the class will be performing for concert festival. If the composer is still alive, try to arrange a time to skype him or her during class time. Included in the report should be information about the historical period and culture in which the composer lived. Grade reports using a teacher-made rubric.	Wikipedia.com Distance learning lab with skyping capabilities

QUARTER 4			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
PERFORM: 8.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. 8.IM.P1.B Demonstrate, using music reading skills, how compositional devices and theoretical and structural aspects of musical works impact and inform prepared and/or			

QUARTER 4			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
<p>improvised performances.</p> <p>8.IM.P1.C Demonstrate an understanding of context in a varied repertoire of music through prepared and/or improvised performances.</p> <p>8.IM.P2.A Demonstrate the ability to read and notate music individually and in ensemble settings.</p> <p>8.IM.P2.B Demonstrate fundamental control of the instrument, performing a varied repertoire of music individually and in ensemble settings.</p> <p>8.IM.P2.C Demonstrate musical literacy on the instrument, individually and in ensemble settings, by adequately sight reading a varied repertoire of music.</p> <p>8.IM.P2.D Develop and apply strategies to address technical and expressive challenges in a varied repertoire of music.</p> <p>8.IM.P3.A Demonstrate attention to technical demands and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.</p> <p>8.IM.P3.B Demonstrate an understanding of expressive intent by connecting with an audience through prepared and/or improvised performances.</p>			
Singing	Demonstrate an understanding of pitch and rhythm through singing musical examples.	Vocal demonstration of short, simple melodies in major keys.	http://neilhawes.com/sstheory/sitesing.htm
Rhythm	Identify, notate, and perform intermediate rhythms.	Students will write rhythms that the teacher plays (rhythmic dictation) using eighth, quarter, dotted quarter, half, dotted half, and whole notes.	www.teoria.com – rhythmic dictation
Note Reading	<p>Students will understand second and second ½ positions.</p> <p>Students will play notes in the above mentioned positions with pitch and fingering accuracy.</p>	<p>Notation of fingerings for various positions.</p> <p>Test students as they play exercises EE pp. 12-17</p>	<p>ET Teacher's Manual pp. 27-29:</p> <ul style="list-style-type: none"> • Worksheet/Quiz 4 • Worksheet/Quiz 5 • Worksheet/Quiz 6 <p>ET Teacher's Manual - Higher Position Test - p. 20</p>
Intonation	Perform a major scale in at least eight keys. Video students as they progress through their scales and place in portfolio.	Each student will perform a scale in two octaves and will be evaluated on left hand shape, thumb shape and position, correct fingering, quality of sound, intonation.	ET Teachers Edition page 19
Tone Production	Produce a fundamental tone consistently throughout the range of the instrument.	Vibrato Workouts – EE pp. 42-43	EE Teacher's Manual – Vibrato Test – p. 23 and Familiar Melodies for Vibrato Practice – p. 39

Instructional Map

Middle School Orchestra III

QUARTER 4			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
CREATE: 8.IM.Cr1.A Compose and improvise ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristics of music from a variety of historical periods. 8.IM.Cr2.A Select and develop draft melodic and rhythmic passages and arrangements for specific purposes that demonstrate understanding of characteristics of music from a variety of historical periods. 8.IM.Cr2.B Preserve draft compositions and/or improvisations through musical notation and/or recording technology. 8.IM.Cr3.A Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on musically and developmentally appropriate criteria. 8.IM.Cr3.B Share personally developed melodies, rhythmic passages, and arrangements, individually or as an ensemble, that address identified purposes.			
Arrange	Arrange a grade-appropriate short instrumental piece/warm up for a specified goal using traditional or non-traditional notation and including the elements of music.	Have the students arrange the hymn that they turned into a string quartet, for either a woodwind and/or brass quartet. Discuss or have a band student demonstrate the transposing instruments. Have the combined band and orchestra play the arrangement as part of their spring concert.	Finale or Sibelius Hymnal
RESPOND: 8.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. 8.IM.R1.B Through visual and aural examples, analyze and explain how context and the manipulation of musical elements influence response to music. 8.IM.R2.A Explain and support interpretations of the artistic intent and aesthetic qualities of musical works, citing as evidence the treatment of the elements of music, contexts, and historical significance. 8.IM.R3.A Identify and justify musical preferences using appropriate vocabulary, context, student opinion, and personal research gathered from varied sources.			
Evaluate	Student demonstrates the ability to identify a variety of uses and effectiveness of musical elements in rehearsal and performance literature.	Students should use a evaluate recordings of rehearsals as they approach their final concert and then complete the "Student Self Assessment" for their concert performance.	EE book 2 – Teacher's Resource Kint p. 128 - Student Self Assessment Concert Performance form
CONNECT: 8.IM.Cn1.A Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. 8.IM.Cn2.A Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.			
Connect	Students will be able to demonstrate (oral or written) the impact the role of music in today's society.	As a class, discuss the differences and similarities of a school concert, a rock concert, a church concert, and a professional symphony concert. Have students make a chart that illustrates what these concert venues have in common and what is unique to each venue.	Gaggletube.com

Draft