

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.

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
QUARTER 1			
<p>PERFORM</p> <p>Foundation P1 Select, analyze, and interpret artistic work for performance.</p> <p>4.GM.P1.B Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance.</p> <p>4.GM.P1.C Explain how context (such as social and cultural) informs a performance.</p> <p>4.GM.P1.D When analyzing selected music, read and perform using standard notation (including treble clef) with voice, body percussion, and/or instruments.</p> <p>5.GM.P1.A Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.</p> <p>5.GM.P1.B Demonstrate understanding of the structure and elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.</p> <p>5.GM.P1.C Explain how context (such as social, cultural, and historical) informs performances.</p> <p>5.GM.P1.D When analyzing selected music, read and perform using standard notation in treble clef with voice, body percussion, and/or instruments.</p> <p>Foundation P2 Develop and refine artistic techniques and work for performance.</p> <p>4.GM.P2.A Apply teacher-provided and collaboratively developed criteria and feedback to evaluate accuracy and expressiveness of solo/ensemble rehearsals/performances.</p> <p>4.GM.P2.B Rehearse to refine technical accuracy and expressive qualities, and address performance challenges.</p> <p>5.GM.P2.A Apply established criteria to judge student rehearsal and/or performance.</p> <p>5.GM.P2.B Rehearse to refine technical accuracy and expressive qualities, and address performance challenges, showing improvement.</p> <p>Foundation P3 Convey and express meaning through the presentation of artistic work.</p> <p>4.and 5 GM.P3.A Sing, alone and with others, with expression, technical accuracy, and appropriate interpretation*</p> <p>4.and 5 GM.P3.B Using body percussion or instruments, perform instrumentally (pitched/unpitched), alone and with others, with expression, technical accuracy, and appropriate interpretation*</p> <p>4.and 5 GM.P3.C Perform appropriately for the audience and context; demonstrate appropriate posture, and evaluate performance etiquette.</p> <p>4.and 5 GM.P3.D Demonstrate appropriate audience behavior, and evaluate student behavior during a performance.</p>			

Instructional Map

Orchestra Elementary Strings I-II

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p>Parts of the instrument and bow Pack and unpack Care of Instrument and bow Rest position Playing position Pizzicato Read/perform on open D and A strings Steady beat Quarter notes/rests, Music staff/Bar lines/Measures Clef signs Time signature (4/4) Double bar/Repeat sign Counting (1&2&3&4&) Left hand shape and position Left hand on D string, notes: G, F# and E Accidentals: sharp and natural Beginning bow hold technique Left hand on A string, notes: D, C# and B Ledger lines (viola, cello, bass) Bass shifting-III position on A string (c#, d) One octave D major scale Shadow bowing Rosin raps Down-bow/ Up-bow symbols</p>	<ul style="list-style-type: none"> • Demonstrate proper instrument care and maintenance. • Demonstrate continuing tonal development and an understanding of a characteristic tone quality. • Demonstrate fundamental technique on one's instrument. • Differentiate between correct and incorrect pitch and rhythm. • Identify and interpret standard musical notation. • Perform scales on one's instrument. 	<p><u>Visual observation:</u> Student care of instrument during class <u>Oral quizzes</u> on EE "gold box" items <u>Position Evaluation Rubric</u> (EE Teacher's Manual, p.27) <u>Orchestra Class Progress Report</u> (EE Teacher's Manual, p.28) <u>Orchestra Class Interim Report</u> (EE Teacher's Manual, p.29) <u>Written assessment:</u> Labeling blank diagrams of the instrument and bow Unit 1 Quiz – EE Teacher's Resource Kit, p. 103 <u>Performance assessment:</u> EE p. 5, #9 (Rubric in Resource Kit, p.121) EE p. 7, #16 (Rubric in Resource Kit, p. 122) EE p. 9, #22 (Rubric in Resource Kit, p. 123) EE p. 11, #32 (Rubric in Resource Kit, p. 124)</p>	<p>EE Student Book 1, pp. 1-13 EE Book 1 Teacher Manual, pp. 28-29 and 34-82 EE Book 1 Teacher Resource Kit: Unit 1, Lessons 1-4 Unit 2, Lessons 1-7 and pp. 103, 121, 122, 123, 124 Word Wall – Use EE "gold box" items</p> <p>CD/DVD in EE Book 1 student book</p> <p>DVD in EE Book 1Teacher Resource Kit</p> <p>Pocketrak or Bloggie audio recorder</p> <p>Smart Music</p>

Instructional Map

Orchestra Elementary Strings I-II

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p>CREATE Foundation Cr1 Generate and conceptualize artistic ideas and work. 4.GM.Cr1.A Use pentatonic melodies in major/minor, simple accompaniments, introductions, codas, or question/answer phrases to improvise rhythmic, melodic, harmonic, and/or movement ideas within a context (such as social, cultural, historical, etc.). 4.GM.Cr1.B Use parameters such as improvising/composing a 2-4 measure musical idea, a pentatonic melody, or a rhythm pattern using grade- appropriate note values in binary/ternary form to generate musical ideas within a given tonality, form, and/or rhythmic set.</p> <p>5.GM.Cr1.A Use modal/scale based melodies in major/minor, simple/complex rhythms, and accompaniments to improvise rhythmic, melodic, harmonic, and/or movement ideas within a context (such as social, cultural, historical, etc.). 5.GM.Cr1.B Use parameters such as improvising/composing a 2-4 measure musical idea, a modal/scale-based melody, or an extended rhythm pattern using grade-appropriate note values in various forms to generate musical ideas within a given tonality, form, and/or rhythmic set.</p> <p>Foundation Cr2 Organize and develop artistic ideas and work. 4.and 5 GM.Cr2.A Using musical ideas to be performed, demonstrate and discuss personal reasons for selecting musical ideas for arrangement, improvisation, or composition. 4.and 5 GM.Cr2.B Use notation and/or recording technology to document personal musical ideas (such as grade-appropriate rhythm/melodic pattern, simple harmonies, introduction, coda, interlude, etc.).</p> <p>Foundation Cr3 Refine and complete artistic work. 4.GM.Cr3.A Interpret and apply collaboratively developed feedback to revise personal music over time, such as a created introduction, sequence, 4.GM.Cr3.B Demonstrate a final version of personal musical ideas using created vocal, instrumental, or movement pieces through performance.</p> <p>5.GM.Cr3.A Interpret and apply collaboratively developed feedback to revise personal music over time, such as the efficacy of a created introduction, sequence, or coda, use of form, two-part composition, or other characteristics of a created piece of music. 5.GM.Cr3.B Demonstrate a final version of personal musical ideas using created vocal, instrumental, movement, or two-part created pieces through performance.</p>			
Call/response on D and A strings- student led Music notation	<ul style="list-style-type: none"> Experiment with variations on a given melody or rhythm. Compose music that demonstrates creativity. Students will work towards being able to compose or improvise with accuracy incorporating rhythm, melody, and expressive qualities. 	<p><u>Aural assessment:</u> (individual and group listening skills **Change from Call/Echo to Call/Response) EE pp. 6, 10</p> <p><u>Written assessment:</u> EE p. 7, #16 EE p. 12, #35</p> <p>Video students as they are first beginning to learn how to compose/improvise, to compare with improvisation skills at the end of the year. Place in portfolio.</p>	EE Book 1 Teacher's Manual pp. 48 & 65 Finale

Instructional Map

Orchestra Elementary Strings I-II

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p>RESPOND Foundation R1 Perceive and analyze artistic work. 4.GM.R1.A Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts (such as how music listening is influenced by interests, etc.). 4.GM.R1.B Demonstrate and explain how specific music concepts (such as form, timbre, etc.) are used to support a specific purpose in music (such as social and cultural contexts) through various means (such as manipulatives, movement, and/or pictorial representation). 4.GM.R1.C Demonstrate an understanding of the elements of music applied to a listening example using teacher-given vocabulary (such as different sections of complex forms, teacher-selected orchestral instruments, etc.).</p> <p>5.GM.R1.A Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts. 5.GM.R1.B Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical) through various means (such as manipulatives, movement, and/or pictorial representation). 5.GM.R1.C Demonstrate an understanding of the elements of music applied to a listening example using teacher-given vocabulary (such as different sections of complex forms, teacher-selected orchestral instruments, etc.).</p> <p>Foundation R2 Interpret intent and meaning in artistic work. 4.GM.R2.A Demonstrate and explain how music concepts are used by performers to reflect intent (such as comparing how tempo could be used in different arrangements to create a different mood). 5.GM.R2.A Demonstrate and explain how music concepts are used by performers to reflect intent (such as instrument selection by a composer/arranger).</p> <p>Foundation R3 Apply criteria to evaluate artistic work. 4.GM.R3.A Evaluate musical works and performances, applying established criteria. 5.GM.R3.A Evaluate musical works and performances, applying established criteria, citing evidence from the elements of music; with teacher guidance, create a rubric for evaluating music performances.</p>			
Music terminology (see above) Call/echo response on D and A strings-teacher led Intonation Performance with CD or keyboard accompaniment Performance accuracy and quality	<ul style="list-style-type: none"> Describe musical examples using appropriate vocabulary/terminology. Differentiate between correct and incorrect pitch and rhythm. Evaluate the quality and effectiveness of one's own and another's performance using selected criteria. Discuss the role of technology in creating, producing, and listening to music. 	<p><u>Word wall activities</u> with current vocabulary <u>Aural assessment:</u> (individual and group listening skills) EE pp. 6, 10 Smart Music and Pocketrak Record students as they progress in their ability to verbally describe a listening example using age-appropriate musical vocabulary to label tempo, dynamics and other expressive qualities. Place in portfolio.</p>	EE Teacher's Manual pp. 48, 65 Smart Music Pocketrak or Bloggie recorder

Instructional Map

Orchestra Elementary Strings I-II

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p>CONNECT Foundation Cn1 Synthesize and relate knowledge and personal experiences to artistic endeavors. 4.and 5 GM.Cn1.A Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music (such as identifying pieces of music that are important to one’s family or how music is used in daily life).</p> <p>Foundation Cn2 Relate artistic ideas and works with societal, cultural, and historical context. 4.GM.Cn2.A Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and/or daily life (such as the connection between fractions and rhythm values).</p> <p>5.GM.Cn2.A Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and/or daily life (such as comparing how music is used in various cultures and performing it).</p>			
Instrument care and maintenance International folk songs: <i>Morning Dance</i> – Slavic <i>Good King Wenceslas</i> <i>Dreidel</i> - Israeli	<ul style="list-style-type: none"> Demonstrate proper instrument care and maintenance. Demonstrate an understanding of pitch and rhythm through singing musical examples. Describe music from various cultures. 	<p><u>Visual observation</u>: student care of instrument during class</p> <p><u>Written quiz</u> on instrument maintenance</p> <p><u>Aural assessment</u>: Sing selected exercises with note names and/or solfege syllables. Sing <i>Good King Wenceslas</i> and <i>Dreidel</i>. (Lyrics in EE Teacher’s Manual, p. 262)</p> <p><u>Connection</u>: Play the Dreidel game in class.</p>	EE Book 1 Teacher’s Manual p. 262 Gaggletube recordings of Morning Dance, Good King Wenceslas, and Dreidel
QUARTER 2			
PERFORM			

Instructional Map

Orchestra Elementary Strings I-II

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p>Shadow bowing Rosin raps Down-bow/ Up-bow symbols Bow on open strings (D and A) Bow arm levels Bow lift symbol Arco vs. pizzicato Key signature – D Major Naming notes ABA form: <i>A Mozart Melody</i> Bowed melodies on D and A strings Bowed D Major scale</p>	<ul style="list-style-type: none"> Demonstrate proper instrument care and maintenance. Demonstrate continuing tonal development and an understanding of a characteristic tone quality. Demonstrate fundamental technique on one's instrument. Differentiate between correct and incorrect pitch and rhythm. Identify and interpret standard musical notation. Perform scales on one's instrument. Video the class playing their instruments with correct technique producing a good tone. Place in portfolio. Video students reading and performing traditional notation for melody and rhythm using appropriate expressive qualities. Place in portfolio. 	<p><u>Visual observation:</u> Student care of instrument during class <u>Oral quizzes</u> on EE "gold box" items <u>Position Evaluation Rubric</u> (EE Teacher's Manual, p.27) <u>Orchestra Class Progress Report</u> (EE Teacher's Manual, p.28) <u>Orchestra Class Interim Report</u> (EE Teacher's Guide, p.29) <u>Written assessment:</u> Labeling blank diagrams of the instrument and bow Unit 2 Quiz, p. 104 - EE Teacher's Resource Kit Unit 3 Quizz, p. 105 – EE Teacher's Resource Kit <u>Performance assessment:</u> EE p. 17, # 53 (Rubric in Resource Kit, p.125) EE p. 19, #64 (Rubric in Resource Kit, p.126) <u>Visual observation:</u> EE p. 13, Shadow Bowing Demonstration of 2/4 conducting pattern, EE p. 21 <u>Visual/Aural observation:</u> EE p. 15, #43 (recognition of ABA form) <u>Large group assessment:</u> Winter/Holiday Concert</p>	<p>EE Student Book 1, pp. 14-19 EE Teacher Manual, pp. 83-112 EE Book 1 Teacher Resource Kit: Unit 2, Lessons 8-9 Unit 3, Lessons 1-4 Word Wall – Add additional EE "gold box" items CD/DVD in EE Book 1 student book DVD in EE Book 1 Teacher Resource Kit Smart Music Pocketrak audio recorder Bloggie video recorder EE Book 1 Teachers Resource Kit pp. 104, 105, 125, 126 EE Book 1 Teacher's Manual pp. 27, 28, 29</p>
<p>CREATE</p>			

Instructional Map

Orchestra Elementary Strings I-II

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p>Call/response on D and A strings- student led Pitch notation with notes in the D Major Scale Melody completion in D Major</p>	<ul style="list-style-type: none"> Experiment with variations on a given melody or rhythm. Compose music that reflects 1 – 3 applications of rhythm, melody, timbre, form, and expressive qualities. 	<p><u>Aural assessment:</u> (individual and group listening skills **Change from Call/Echo to Call/Response) EE pp. 16, 17 <u>Written assessment:</u> EE p. 14, note names in “gold box” EE p. 15, #46 <u>Special written exercise:</u> EE p. 19 (violin, viola, cello only)</p>	<p>EE Book 1 Teacher’s Manual pp. 95, 102</p>
RESPOND			
<p>Music terminology (see above) Call/echo response on D and A strings – teacher led Intonation Performance with CD or keyboard accompaniment Performance accuracy and quality</p>	<ul style="list-style-type: none"> Describe musical examples using appropriate vocabulary/terminology. Differentiate between correct and incorrect pitch and rhythm. Evaluate the quality and effectiveness of one’s own and another’s performance using selected criteria. Discuss the role of technology in creating, producing, and listening to music. 	<p><u>Word wall activities</u> with current vocabulary <u>Aural assessment:</u> (individual and group listening skills) EE pp. 16, 17 Smart Music and Pocketrak recordings</p>	<p>EE Book 1 Teacher’s Manual pp. 95, 102 Smart Music Pocktrak Boggie</p>
CONNECT			

Instructional Map

Orchestra Elementary Strings I-II

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p>International folk song: <i>Old MacDonald</i> – American Composer: W.A. Mozart Concert etiquette</p>	<ul style="list-style-type: none"> • Demonstrate an understanding of pitch and rhythm through singing musical examples. • Describe music from various cultures. • Discuss the role of music in society throughout history. • Compare and contrast music from various cultures and historical periods and place in portfolio. 	<p><u>Aural assessment:</u> Sing selected exercises with note names and/or solfège syllables. Sing <i>Old MacDonald</i> and <i>Jingle Bells</i> (Lyrics in EE Teacher’s Manual, p. 262) <u>Connection:</u> Play <i>A Mozart Melody</i> with traditional Suzuki rhythms. <u>Connection:</u> Concert Etiquette Worksheets in EE Teacher Resource Kit, pp.133 and 134.</p>	<p>EE Book 1 Teacher Resource Kit Concert Etiquette Worksheets – pp. 133 and 134 The Classical Era timeline and History Worksheet – pp. 141 and 147 EE Book 1 Teacher’s Manual p. 262</p>
QUARTER 3			
PERFORM			

Instructional Map

Orchestra Elementary Strings I-II

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p>Eighth notes Quarter/eighth rhythm patterns Counting system Tempo markings: Allegro, Moderato, Andante Time signature (2/4) and conducting pattern 1st and 2nd Endings Half notes/rests Repeat signs Left Hand pizzicato (4+) 4th finger on D string (violin and viola)</p>	<ul style="list-style-type: none"> • Demonstrate proper instrument care and maintenance. • Demonstrate continuing tonal development and an understanding of a characteristic tone quality. • Demonstrate fundamental technique on one's instrument. • Differentiate between correct and incorrect pitch and rhythm. • Demonstrate and understand musicality through tempo variation. • Identify and interpret standard musical notation. • Compare ways in which the subject matter of other disciplines is interrelated with those of music. • Video or make an audio recording of your students performing using correct dynamics, tempo, and articulation. Place in portfolio. 	<p><u>Visual observation:</u> Student care of instrument during class <u>Oral quizzes</u> on EE "gold box" items <u>Visual observation:</u> Demonstration of 2/4 conducting pattern, EE p. 21 <u>Aural observation:</u> Recognizing tempo indications of allegro, moderato and andante, EE p. 20</p>	<p>EE Student Book 1, pp. 20-23 EE Teacher Manual, pp. 113-129 EE Book 1 Teacher Resource Kit: Unit 3, Lessons 5-8</p> <p>Pocketrak audio recording Bloggie video recording SmartMusic</p> <p><u>Position Evaluation Rubric</u> (EE Teacher's Manual, p.27) <u>Orchestra Class Progress Report</u> (EE Teacher's Manual, p.28) <u>Orchestra Class Interim Report</u> (EE Teacher's Guide, p.29) <u>Written assessment:</u> Labeling blank diagrams of the instrument and bow Unit 3 Quizzes, p. 106 -107 – EE Teacher's Resource Kit <u>Performance assessment:</u> EE p. 21, #76 (Rubric in Resource Kit, p.127) EE p. 23, #86 (Rubric in Resource Kit, p.128)</p>
CREATE			
<p>Improvisation of original rhythm rap Notation of simple melodic patterns Notation of simple rhythm patterns</p>	<ul style="list-style-type: none"> • Improvise a simple rhythmic solo, through the medium of a traditional ensemble. Place video samples in your portfolio. • Compose music that demonstrates creativity. Scan student compositions into your computer and place in portfolio. 	<p><u>Written assessment:</u> Notate variations on <i>Hot Cross Buns</i>, EE p. 20, #70 <u>Aural observation:</u> Original rhythm raps modeled after EE pp. 20, 21</p>	<p>Staff paper Finale or Sibelius Teacher's Manual pp. 113-119</p>
RESPOND			

Instructional Map

Orchestra Elementary Strings I-II

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
Music terminology (see above) Intonation Differentiation between contrasting tempi Performance with student conductor Performance with CD or keyboard accompaniment Performance accuracy and quality	<ul style="list-style-type: none"> Differentiate between correct and incorrect pitch and rhythm. Evaluate the quality and effectiveness of one's own and another's performance using selected criteria. Discuss the role of technology in creating, producing, and listening to music. Describe a listening example using age-appropriate musical vocabulary to label tempo, dynamics, and other expressive qualities. 	<p><u>Word wall activities</u> with current vocabulary</p> <p><u>Aural assessment:</u> (individual and group listening skills)</p> <p>Play exercises at varying tempi</p> <p><u>Aural/Visual Observation:</u></p> <p>Perform at varying tempi led by student conductors</p>	Smart Music and Pocket Trak Gaggle Tube
CONNECT			
International folk songs: <i>Hot Cross Buns</i> <i>Au Claire de la Lune</i> - French <i>At Pierrot's Door</i> - French <i>Grandparent's Day</i> - American <i>Michael Row the Boat Ashore</i> – American Composer: Ludwig van Beethoven Role of the conductor	<ul style="list-style-type: none"> Demonstrate an understanding of pitch and rhythm through singing musical examples. Describe music from various cultures. Discuss the role of music in society throughout history. Analyze and evaluate how music is combined with one or more other art forms (e.g., ballet) 	<p><u>Aural assessment:</u></p> <p>Sing selected exercises with note names and/or solfege syllables.</p> <p>Sing <i>Hot Cross Buns</i> and <i>Michael Row the Boat Ashore</i> (Lyrics in EE Teacher's Manual, p. 262)</p> <p><u>Connection:</u></p> <p>Write and sing new lyrics to the variations on <i>Hot Cross Buns</i>. (What is in the <u>new</u> product in the vendor cart? What is the selling feature of this product?)</p>	The Classical Era timeline and History Worksheet – EE Teacher Resource Kit, pp. 141 and 147
QUARTER 4			
PERFORM			

Instructional Map

Orchestra Elementary Strings I-II

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
Warm-up Round/Canon Chord Harmony Orchestra arrangement – 2 & 3 parts	<ul style="list-style-type: none"> Demonstrate an understanding of harmony through singing musical examples of at least two parts in complexity. Demonstrate proper instrument care and maintenance. Demonstrate continuing tonal development and an understanding of a characteristic tone quality. Demonstrate fundamental technique on one's instrument. Differentiate between correct and incorrect pitch and rhythm. Demonstrate and understand musicality through style, dynamic control, tempo variation, and phrase shaping. Identify and interpret standard musical notation. Identify and perform at least three of the following markings: dynamics, tempo, direction and articulation. Place evidence in portfolio. 	<p><u>Visual observation:</u> Student care of instrument during class</p> <p><u>Oral quizzes</u> on EE "gold box" items</p> <p><u>Performance assessment:</u> Select from: EE p. 24, #88, #89 EE p. 25, #90, #91, #92 (Rubrics in EE Teacher's Manual, p. 31)</p> <p><u>Large group assessment:</u> Spring Concert <u>Small group assessment:</u> chamber groups <u>Individual assessment:</u> solos (Student Self-Assessment Rubric in Resource Kit, p. 135)</p>	EE Student Book 1, pp. 24-25 EE Teacher Manual, pp. 130-137 EE Book 1 Teacher Resource Kit: Unit 4, Lessons 1-2 Word Wall – Review all EE "gold box" items Pocketrak audio recording Bloggie video recording SmartMusic <u>Position Evaluation Rubric</u> (EE Teacher's Manual, p.27) <u>Orchestra Class Progress Report</u> (EE Teacher's Manual, p.28) <u>Orchestra Class Interim Report</u> (EE Teacher's Guide, p.29) <u>Written assessment:</u> Labeling blank diagrams of the instrument and bow Unit 1 Quiz, p. 103 – EE Teacher's Resource Kit Unit 2 Quiz, p. 104 - EE Teacher's Resource Kit Unit 3 Quizzes, p. 105 -107 – EE Teacher's Resource Kit
CREATE			
Composition and notation of original harmony part to a given melody Improvisation of original solo	<ul style="list-style-type: none"> Improvise a solo over a given chord progression, through the medium of a traditional ensemble. Video a performance and place in portfolio. Create an original harmony part to a piece that the class is learning. Place in portfolio 	<p><u>Written assessment:</u> Notate original B part to one of the performance pieces.</p> <p><u>Aural observation:</u> Original solo over chord progression in <i>Bile 'em Cabbage Down</i>, EE pp. 24, #89 (Teacher Manual pp. 132)</p>	Finale or Sibelius Garage Band
RESPOND			

Instructional Map

Orchestra Elementary Strings I-II

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p>Music terminology (see above) Intonation – unison and harmony Phrase structure and form Performance with conductor direction Performance with CD or keyboard accompaniment Performance accuracy and quality</p>	<ul style="list-style-type: none"> Differentiate between correct and incorrect pitch and rhythm. Describe the quality of a musical performance using selected criteria. Identify and explain how elements of music (e.g., color, balance, rhythm, texture) are used in similar and distinctive ways in other arts disciplines. Discuss the role of technology in creating, producing, and listening to music. Identify selected orchestra instruments visually and aurally. 	<p><u>Word wall activities</u> with current vocabulary <u>Aural assessment:</u> Smart Music and Pocketrak recordings Check intonation with electronic tuner. <u>Aural/Visual Observation:</u> Perform ensemble pieces at varying tempi led by a conductor. Identify individual phrases in performance music.</p>	<p>Smart Music Pocketrak Bloggie Instrument recordings and photos found on www.sfskids.org/classic and www.nyphilkids.org</p>
CONNECT			
<p>International folk songs: <i>Frere Jacques</i> - French <i>Bile 'em Cabbage Down</i> – American <i>English Round</i> - English <i>Lightly Row</i> <i>Can-Can</i> – from an operetta Composer: Jacques Offenbach Concert etiquette</p>	<ul style="list-style-type: none"> Demonstrate an understanding of harmony through singing musical examples of at least two parts in complexity. Recognize and describe distinguishing characteristics of music from various historical periods. Describe music from various cultures. Discuss the role of music in society throughout history. 	<p><u>Aural assessment:</u> Sing selected exercises with note names and/or solfege syllables. Sing <i>Frere Jacques</i> in unison and as a round. <u>Connection:</u> European operettas and American Broadway musicals are similar in that they combine the arts forms of vocal music, instrumental music, drama, dance, creative writing, and visual art into one complete production.</p>	<p>The Romantic Era timeline and History Worksheet – EE Teacher Resource Kit, pp. 142 and 148 Concert Etiquette Worksheets in EE Teacher Resource Kit, pp.133 and 134.</p>