

## 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><b>PERFORM</b></p> <p><b>6.IM.P1.A</b> Select a varied repertoire to study, based on interest, music reading skills, an understanding of the structure of the music, context, and the technical skill of the individual or ensemble. For example: select examples to be played in front of a class of peers.</p> <p><b>6.IM.P1.B</b> Demonstrate, using music reading skills, how knowledge of formal aspects in musical works informs performances. For example: identify and perform basic elements related to musical events such as tempo, dynamics, orchestration, and modulation.</p> <p><b>6.IM.P1.C</b> Identify expressive qualities in a varied repertoire of music that can be demonstrated through performances.</p> <p><b>6.IM.P2.A</b> Demonstrate the ability to read and notate music individually and in ensemble settings. For example: identify, verbalize, and perform basic rhythms and pitches. Use a system, such as syllables, numbers, or letters, to read simple pitches and rhythms.</p> <p><b>6.IM.P2.B</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 proper instrument care and maintenance. Produce a fundamental tone and standard articulations and/or bowing. Demonstrate correct posture, breath control, hand position, and instrument carriage. Perform at least two percussion rudiments and/or major scales.</p> <p><b>6.IM.P2.C</b> Demonstrate musical literacy on the instrument, individually and in ensemble settings, by adequately sight-reading a varied repertoire of music. For example: demonstrate an understanding of basic elements associated with successful sight-reading.</p> <p><b>6.IM.P2.D</b> Develop and apply strategies to address technical and expressive challenges in a varied repertoire of music. For example: identify basic practice tools such as tempo control, isolation, and segmentation.</p> <p><b>6.IM.P3.A</b> Demonstrate attention to technical demands and expressive qualities in prepared and/or improvised performances of a varied repertoire of music. For example: identify and demonstrate an understanding of selected dynamic and tempo markings.</p> <p><b>6.IM.P3.B</b> Demonstrate an awareness of the context of music through prepared and/or improvised performances.</p>			
Tone	Tonal development and quality.	<p><b>Visual Observation:</b></p> <ul style="list-style-type: none"> <li>• Student care of instrument during class</li> <li>• Oral quizzes on EE 1 “gold box” items</li> </ul> <p><b>Written Assessment:</b> Labeling blank diagrams of the instrument and bow</p>	<p><b>Essential Elements Book 1 Teacher’s Resource Kit</b></p> <ul style="list-style-type: none"> <li>• Unit 1 Quiz, p. 103</li> <li>• Unit 2 Quiz, p. 104</li> <li>• Unit 3 Quizzes, pp. 105 -107</li> </ul> <p><b>Essential Elements Book 1 Teacher’s Manual</b></p> <ul style="list-style-type: none"> <li>• Position Evaluation Rubric p.27</li> <li>• Orchestra Class Progress Report p.28</li> <li>• Orchestra Class Interim Report p.29</li> </ul>
Technique on Instrument	Differentiate between correct and incorrect pitch and rhythm.  Demonstrate and understand musicality	<p><b>Essential Elements 1 Performance Assessment:</b> EE p. 5, #9 EE p. 7, #16</p>	<p><b>Essential Elements Book 1 Teacher’s Resource Kit Rubrics</b> p. 121 – 128</p>

QUARTER 1			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
	<p>through style, dynamic control, tempo variation, and phrase shaping.</p> <p>Apply techniques of sight-reading.</p>	<p>EE p. 9, #22                      EE p. 11, #32                      EE p. 17, # 53                      EE p. 19, #64                      EE p. 21, #76                      EE p. 23, #86                      Select from:                      EE p. 24, #88, #89                      EE p. 25, #90, #91, #92                      Video students playing pieces from early in the book to compare with performance skills toward the end of the year and place in portfolio.</p>	<p><b>Essential Elements Book 1 Teacher's Manual</b>                      p. 31 – Performance Evaluation Rubric</p>
Music Notation	<p>Perform scales on one's instrument.</p> <p>Identify and interpret standard musical notation.</p> <p>Compare ways in which the subject matter of other disciplines is interrelated with those of music.</p>	<p><b>Visual Observation:</b>                      EE p. 13, Shadow Bowing                      Demonstration of 2/4 conducting pattern, EE p.21  <b>Visual/Aural Observation:</b>                      EE p. 15, #43 (recognition of ABA form)  <b>Aural Observation:</b>                      Recognizing tempo indications of allegro, moderato and andante, EE p. 20</p>	<p><b>Essential Elements Student Book 1</b></p>
<p><b>CREATE:</b>  <b>6.IM.Cr1.A</b> Compose and/or improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s). For example: describe the fundamental concepts of improvisation. Create a variation of a simple rhythmic pattern. Improvise a solo over a given chord (using one or more pitches). Understand individual instrument transposition (concert pitch versus actual pitch).  <b>6.IM.Cr2.A</b> Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s). For example: create, select, and refine the final two measures for a four-measure melody within specified guidelines.  <b>6.IM.Cr2.B</b> Preserve draft compositions and improvisations through standard notation and/or recording technology.  <b>6.IM.Cr3.A</b> Evaluate and refine draft compositions and/or improvisations based on knowledge, skill, and teacher-provided criteria.  <b>6.IM.Cr3.B</b> Share personally developed melodic and rhythmic ideas or motives, individually or as an ensemble, that demonstrate understanding of characteristics of music or texts.</p>			
Improvise	<p>Improvise a simple rhythmic solo, through the medium of a traditional ensemble.</p>	<p><b>Aural Assessment:</b> Individual and group listening skills – Call/Response                      EE pp. 6, 10, 16, &amp; 17</p>	<p><b>Essential Elements Book 1 Teacher's Manual</b>                      Listening Skills - pp. 48, 65, 95, &amp; 102</p>

QUARTER 1			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
	<p>Experiment with variations on a given melody or rhythm.</p> <p>Improvise a solo over a given chord progression, through the medium of a traditional ensemble.</p>	<p>Video a sampling of student improvisation for your portfolio to compare with end-of-the-year skills.</p> <p><b>Written Assessment:</b>                      EE p. 7, #16                      EE p. 12, #35                      EE p. 14, note names in "gold box"                      EE p. 15, #46                      EE p. 20, #70 Notate variations on <i>Hot Cross Buns</i></p> <p><b>Special Written Exercise:</b>                      EE p. 19 - violin, viola, cello only</p>	
Compose	<p>Compose music that demonstrates creativity.</p> <p>Create an arrangement for an appropriate performance medium.</p>	<p><b>Aural Observation:</b>                      Original rhythm raps modeled after EE pp. 20, 21                      Original solo over chord progression in <i>Bile 'em Cabbage Down</i>, EE pp. 22, #89</p>	<p><b>Essential Elements Book 1 Teacher's Manual</b>                      pp. 113-119, 132</p>
<p><b>RESPOND:</b>                      6.IM.R1.A Identify and justify reasons for selecting music based on characteristics found in music, context, and student interest.                      6.IM.R1.B Through visual and aural examples, analyze how context and musical elements inform student response to music.                      6.IM.R2.A Interpret and describe the artistic intent and aesthetic qualities of musical works, citing as evidence the treatment of the elements of music, contexts, and historical significance.                      6.IM.R3.A Describe the influence of experiences, performances, context, and analysis on the artistic process.</p>			
Vocabulary	<p>Describe musical examples using appropriate vocabulary/terminology.</p> <p>Analyze specific events in a given musical example.</p> <p>Differentiate between correct and incorrect</p>	<p>Word wall activities with current vocabulary</p> <p>Aural assessment: (individual and group listening skills)                      EE pp. 6, 10, 16, 17</p> <p>Play exercises at varying tempi</p> <p>Smart Music and Bloggie recordings (Student)</p> <p>Check intonation with electronic tuner.</p>	<p><b>Essential Elements 2000 Student Book 1</b></p> <p><b>Essential Elements Book 1 Teacher's Manual</b>                      Listening Skills - pp. 48, 65, 95, 102</p> <p><b>Gaggletube:</b> Full digital videos and recordings of studied pieces/composers</p>

# Instructional Map

# Middle School Orchestra I

QUARTER 1			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
	pitch and rhythm. Use of Intonation		<b>Essential Elements Teacher Resource Kit</b> Self- Assessment Rubric on p. 135
Listening	Evaluate the quality and effectiveness of one's own and another's performance using selected criteria.		<b>WTSSBOA solo/ensemble or concert festival judges sheets</b>
Analyzing	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.	Performance with conductor direction Performance with student conductor Demonstrate Phrase structure and form	<b>Aural/Visual Observation:</b> Perform at varying tempi led by teacher and student conductors Identify individual phrases in performance music.
<b>CONNECT:</b> <b>6.IM.Cn1.A</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. <b>6.IM.Cn2.A</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.			
Instrument Care	Demonstrate proper instrument care and maintenance.	<b>Visual Observation:</b> Student care of instrument during class Written quiz on instrument maintenance	<b>Essential Elements 2000 Book 1 and CD</b> The Classical Era timeline and History Worksheet – <b>EE Teacher Resource Kit</b> , pp. 141 and 147 The Romantic Era timeline and History Worksheet – <b>EE Teacher Resource Kit</b> , pp. 142 and 148
Pitch	Demonstrate an understanding of pitch and rhythm through singing musical examples.  Demonstrate an understanding of harmony through singing musical examples	<b>Aural Assessment:</b> Sing selected exercises with note names and/or solfege syllables. <i>Sing Good King Wenceslas, Dreidel, Old MacDonald, Jingle Bells, Hot Cross Buns, Michael Row the Boat Ashore</i> (Lyrics in Essential Elements 1 Teacher's Manual, p. 262) Sing <i>Frere Jacques</i> in unison and as a round.	<b>Connection:</b> 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.  Concert Etiquette Worksheets in <b>Essential Elements 1 Teacher Resource Kit</b> , pp.133 and 134

QUARTER 1			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
		<b>Aural Observation:</b> Identification of a folk song's origin.	Full digital recordings of studied pieces/composers
Cross-Connection	Compare ways in which the subject matter of other disciplines is interrelated with those of music.  Students will be able to describe the relationship of music with various academic disciplines outside the arts.	<b>Connection:</b> Play the Dreidel game in class. Play <i>A Mozart Melody</i> with traditional Suzuki rhythms. 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?)	<b>Interdisciplinary Connections:</b> Mathematics: Note and rest values as fractions of a whole Mathematics: Frequency ratios in the overtone series Language Arts: Phrases and syntax Social Studies: Western vs. Eastern music traditions
Historical Relationships	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.  Place information in a cumulative student portfolio.	<b>Mini Project:</b> Composer biographies: Wolfgang Amadeus Mozart (1756-1791), Ludwig van Beethoven (1770-1827), Jacques Offenbach (1819-1880)  Place biographical information in a cumulative student portfolio.  Self-Assessment of individual, outside practice and preparation	Social Studies: Classical vs. popular/folk styles Foreign Language: Origins of vocabulary and terminology in the discipline <a href="http://Classical-composers.org">Classical-composers.org</a>

QUARTER 2			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
<p><b>PERFORM</b></p> <p><b>6.IM.P1.A</b> Select a varied repertoire to study, based on interest, music reading skills, an understanding of the structure of the music, context, and the technical skill of the individual or ensemble. For example: select examples to be played in front of a class of peers.</p> <p><b>6.IM.P1.B</b> Demonstrate, using music reading skills, how knowledge of formal aspects in musical works informs performances. For example: identify and perform basic elements related to musical events such as tempo, dynamics, orchestration, and modulation.</p> <p><b>6.IM.P1.C</b> Identify expressive qualities in a varied repertoire of music that can be demonstrated through performances.</p> <p><b>6.IM.P2.A</b> Demonstrate the ability to read and notate music individually and in ensemble settings. For example: identify, verbalize, and perform basic rhythms and pitches. Use a system, such as syllables, numbers, or letters, to read simple pitches and rhythms.</p> <p><b>6.IM.P2.B</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 proper instrument care and maintenance. Produce a fundamental tone and standard articulations and/or bowing. Demonstrate correct posture, breath control, hand position, and instrument carriage. Perform at least two percussion rudiments and/or major scales.</p> <p><b>6.IM.P2.C</b> Demonstrate musical literacy on the instrument, individually and in ensemble settings, by adequately sight-reading a varied repertoire of music. For example: demonstrate an understanding of basic elements associated with successful sight-reading.</p> <p><b>6.IM.P2.D</b> Develop and apply strategies to address technical and expressive challenges in a varied repertoire of music. For example: identify basic practice tools such as tempo control, isolation, and segmentation.</p> <p><b>6.IM.P3.A</b> Demonstrate attention to technical demands and expressive qualities in prepared and/or improvised performances of a varied repertoire of music. For example: identify and demonstrate an understanding of selected dynamic and tempo markings.</p> <p><b>6.IM.P3.B</b> Demonstrate an awareness of the context of music through prepared and/or improvised performances.</p>			
Harmony	Demonstrate an understanding of harmony through singing musical examples of at least two parts in complexity.	<p><b>Visual Observation:</b></p> <p>Student care of instrument during class</p> <p>Oral quizzes on EE “gold box” items</p>	<p><b>Essential Elements 1 Teacher’s Manual</b></p> <p>Position Evaluation Rubric, p. 27</p> <p>Orchestra Class Progress Report, p. 28</p> <p>Orchestra Class Interim Report, p. 29</p> <p><b>Essential Elements 1 Teacher’s Resource Kit – Written Assessments</b></p> <p>Unit 4 – pp. 108, 109</p> <p>Unit 5 – pp. 110, 111</p> <p>Unit 6 – pp. 112, 113</p> <p>Comprehensive – pp. 116, 117</p>
Technique	<p>Demonstrate proper instrument care and maintenance.</p> <p>Demonstrate continuing tonal development and an understanding of a characteristic tone quality.</p>	<p><b>Performance Assessment:</b></p> <p>Select from:</p> <p>Essential Elements Student Book 1</p> <p>p. 27, #102</p> <p>p. 28, #107</p>	<p><b>Essential Elements 1 Resource Kit</b></p> <p>p. 27, #102 - Resource Kit Rubric p.129</p> <p>p. 28, #107 - Resource Kit Rubric p. 130</p> <p>p. 34, #139 – Resource Kit Rubric p. 131</p> <p>p. 39, #166 – Resource Kit Rubric p. 132</p>



QUARTER 2			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
	Demonstrate fundamental technique on one's instrument.	<p>p. 29 (ties and slurs)                      p. 30 #116                      p. 31, #119-124                      p. 39, #166                      p. 40, #168, #169-172                      p. 41, #176, #177-180                      p. 42, #182, 183-187                      pp. 43-46 (teacher's choice)</p> <p><b>Visual Observation:</b>                      Demonstration of 4/4 &amp; ¾ conducting patterns,                      EE p. 27-28</p> <p>Large group assessment: Holiday Concert                      Video students as they are in the early stages of preparing for this event compared to concert ready for this event to place in your portfolio.                      Have students reflect on their performance using the "Student Self Assessment" form on p. 135 of the <b>Teacher Resource Kit</b>. Place in portfolio.</p> <p>Small group assessment: chamber groups                      Individual assessment: solos - Student Self-Assessment Rubric in Resource Kit, p. 135</p>	<p><a href="http://www.musictechteacher.com">www.musictechteacher.com</a> ties and slurs quiz</p> <p><b>Essential Elements 1 Teacher's Manual</b>                      All other performance assessments use Performance Evaluation Rubric, p. 31</p> <p><b>Essential Elements 1 Teacher Resource Kit</b>                      p. 135 – "Student Self Assessment Concert Performance" form</p>
<p><b>CREATE:</b></p> <p><b>6.IM.Cr1.A</b> Compose and/or improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s). For example: describe the fundamental concepts of improvisation. Create a variation of a simple rhythmic pattern. Improvise a solo over a given chord (using one or more pitches). Understand individual instrument transposition (concert pitch versus actual pitch).</p> <p><b>6.IM.Cr2.A</b> Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s). For example: create, select, and refine the final two measures for a four-measure melody within specified guidelines.</p> <p><b>6.IM.Cr2.B</b> Preserve draft compositions and improvisations through standard notation and/or recording technology.</p> <p><b>6.IM.Cr3.A</b> Evaluate and refine draft compositions and/or improvisations based on knowledge, skill, and teacher-provided criteria.</p> <p><b>6.IM.Cr3.B</b> Share personally developed melodic and rhythmic ideas or motives, individually or as an ensemble, that demonstrate understanding of characteristics of music or texts.</p>			
Improvise	<p>Improvise a simple rhythmic solo, through the medium of a traditional ensemble.</p> <p>Experiment with variations on a given melody</p>	<p><b>Aural Assessment:</b>                      Individual and group listening skills – Call/Response                      Essential Elements 2000 Student Book 1 pp. 26, 32, 33, 36, 38</p>	<p><b>Essential Elements 2000 Student Book 1</b>                      pp. 26, 32, 33, 36, 38</p> <p><b>Essential Elements Book 1 Teacher's Manual</b> – Listening Skills pp. 139, 173, 179,</p>

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QUARTER 2			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
	<p>or rhythm.</p> <p>Improvise a solo over a given chord progression, through the medium of a traditional ensemble.</p> <p>Video or record samples of students improvising and place in portfolio.</p>	<p>Improvise a rhythmic variation on EE p. 35, #142.</p> <p>Improvise a rhythmic variation on <i>The Birthday Song</i>, EE p. 35 #143.</p> <p><b>Written Assessment:</b> EE p. 28, #107</p> <p>Notate <i>Banana Boat Song</i> in ABA form.</p> <p>Notate selected tunes in D Major and D minor</p> <p>Notate an original <i>Listen to our Sections</i>, modeled after EE p. 37, #154</p> <p>Notate an original harmonization to <i>Cripple Creek</i>, p. 43 or <i>Rockin' Strings</i>, p. 44. Place in portfolio.</p> <p>Compose an original A part to EE p. 47, #195. Place student work in portfolio.</p> <p><b>Special Written Assessment:</b> Violin and Bass - EE p. 36 Viola and Cello - EE p. 38</p> <p><b>Aural Observation:</b> Improvise a solo over the chord progression in <i>Cripple Creek</i>, EE p. 43, #188 - Teacher Manual p. 234</p> <p>Improvise a solo for <i>Rhythm Jam</i>, EE pp. 47, #194 - Teacher Manual pp. 254</p> <p>Video a sampling of student performances and place in portfolio for comparison with improvisation skills at the end of the year.</p>	<p>196, 207</p> <p><b>Essential Elements Book 1 Resource Kit</b> – p. 130</p> <p>Smart Music Interactive Software Band in a Box Software Workbook for Strings Book 1 All for Strings Workbook, Book 1 Finale Garage Band <b>EE Teacher's Manual Book 1</b> p. 254</p>
Create	<p>Compose music that demonstrates creativity.</p> <p>Create an arrangement for an appropriate performance medium.</p>		<p>Finale or Sibelius <a href="http://www.musictheory.net">www.musictheory.net</a></p>

**RESPOND:**

**6.IM.R1.A** Identify and justify reasons for selecting music based on characteristics found in music, context, and student interest.

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QUARTER 2			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
<p><b>6.IM.R1.B</b> Through visual and aural examples, analyze how context and musical elements inform student response to music.</p> <p><b>6.IM.R2.A</b> Interpret and describe 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><b>6.IM.R3.A</b> Describe the influence of experiences, performances, context, and analysis on the artistic process.</p>			
Pitch	<p>Differentiate between correct and incorrect pitch and rhythm.</p> <p>Demonstrate and understand musicality through style, dynamic control, tempo variation, and phrase shaping.</p> <p>Apply techniques of sight-reading.</p> <p>Perform scales on one's instrument.</p>	<p>Word wall activities with current vocabulary</p> <p><b>Aural Observation:</b>                      Detection of whole and half steps/major and minor melodic patterns                      Perform duets and rounds with partners or small groups.</p>	<p>Essential Elements 2000 Book 1 &amp; CD                      Harvard Dictionary of Music</p>
Notation	<p>Identify and interpret standard musical notation.</p>	<p><b>Aural Assessment:</b> (individual and group listening skills)                      EE p. 26 - Teacher Manual p.139                      EE pp. 32, 33 - Teacher Manual pp. 173, 179                      EE pp. 36, 38 - Teacher Manual pp. 196, 207  <i>Listening for Dynamics</i>, EE Teacher's Resource Kit, p. 114  <i>Listening for Meter</i>, EE Teacher's Resource Kit, p. 115                      Smart Music and Bloggie recordings                      Check intonation with electronic tuner</p>	<p>Full digital recordings of studied pieces/composers  <a href="#">GaggleTube</a></p>
Cross Connection	<p>Compare ways in which the subject matter of other disciplines is interrelated with those of music.</p>	<p><b>Aural/Visual Observation:</b>                      Perform in varying meters and at varying tempi led by teacher and student conductors.                      Identify individual phrases in performance music.</p>	
<p><b>CONNECT:</b></p> <p><b>6.IM.Cn1.A</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p><b>6.IM.Cn2.A</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>			
	<p>Demonstrate an understanding of pitch and rhythm through singing musical examples.</p> <p>Demonstrate an understanding of harmony through singing musical examples of at least two parts in complexity.</p>	<p><b>Aural Assessment:</b>                      Sing selected exercises with note names and/or solfege syllables.                      Sing <i>This Old Man and Long, Long Ago</i> - Lyrics in EE Teacher's Manual, p. 262                      Sing <i>Simple Gifts</i> in unison and as a round.</p>	<p><b>EE2000 Book 1 and CD</b>  <b>EE2000 Resource Kit</b>                      Worksheet – EE Teacher Resource Kit, pp. 140, 146                      The Classical Era timeline and History Worksheet – EE Teacher Resource Kit, pp.</p>

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QUARTER 2			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
		<p><b>Aural Observation:</b> Compare and contrast examples of nationalistic music from different countries.</p>	<p>141, 147 The Romantic Era timeline and History Worksheet – EE Teacher Resource Kit, pp. 142, 148 The 20<sup>th</sup> Century timeline and History Worksheet – EE Teacher Resource Kit, pp. 143, 149 Concert Etiquette Worksheets in EE Teacher Resource Kit, pp.126, 127. Full digital recordings of studied pieces/composers</p>
Interdisciplinary Relationships	Compare ways in which the subject matter of other disciplines is interrelated with those of music.		<p><b>Interdisciplinary Connections:</b> Mathematics: Note and rest values as fractions of a whole Mathematics: Frequency ratios in the overtone series Language Arts: Phrases and syntax Social Studies: Western vs. Eastern music traditions Social Studies: Classical vs. popular/folk styles Foreign Language: Origins of vocabulary and terminology in the discipline <a href="http://Classical-composers.org">Classical-composers.org</a></p>
Historical Relationships	<p>Recognize and describe distinguishing characteristics of music from various historical periods.</p> <p>Describe music from various cultures.</p> <p>Discuss the role of music in society throughout history.</p>	<p><b>Connection:</b> <i>The Barney Song</i> can be sung to the same melody as <i>This Old Man</i>. Write an original set of lyrics about a current favorite children’s TV character. Research lyrics and/or background of the lesser-known folk songs in this unit. Compare and contrast concert performances in the 21<sup>st</sup> Century to those of past eras. Place a sampling of music era quizzes from the Teacher Resource Kit in your portfolio</p>	<p>The Renaissance Era timeline and History Worksheet - <b>EE Teacher Resource Kit</b>, pp. 139 and 145 The Baroque Era timeline and History - <b>EE Teacher Resource Kit</b> pp. 140 &amp; 146</p>

QUARTER 3			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES

## QUARTER 3

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
<p><b>PERFORM</b></p> <p><b>6.IM.P1.A</b> Select a varied repertoire to study, based on interest, music reading skills, an understanding of the structure of the music, context, and the technical skill of the individual or ensemble. For example: select examples to be played in front of a class of peers.</p> <p><b>6.IM.P1.B</b> Demonstrate, using music reading skills, how knowledge of formal aspects in musical works informs performances. For example: identify and perform basic elements related to musical events such as tempo, dynamics, orchestration, and modulation.</p> <p><b>6.IM.P1.C</b> Identify expressive qualities in a varied repertoire of music that can be demonstrated through performances.</p> <p><b>6.IM.P2.A</b> Demonstrate the ability to read and notate music individually and in ensemble settings. For example: identify, verbalize, and perform basic rhythms and pitches. Use a system, such as syllables, numbers, or letters, to read simple pitches and rhythms.</p> <p><b>6.IM.P2.B</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 proper instrument care and maintenance. Produce a fundamental tone and standard articulations and/or bowing. Demonstrate correct posture, breath control, hand position, and instrument carriage. Perform at least two percussion rudiments and/or major scales.</p> <p><b>6.IM.P2.C</b> Demonstrate musical literacy on the instrument, individually and in ensemble settings, by adequately sight-reading a varied repertoire of music. For example: demonstrate an understanding of basic elements associated with successful sight-reading.</p> <p><b>6.IM.P2.D</b> Develop and apply strategies to address technical and expressive challenges in a varied repertoire of music. For example: identify basic practice tools such as tempo control, isolation, and segmentation.</p> <p><b>6.IM.P3.A</b> Demonstrate attention to technical demands and expressive qualities in prepared and/or improvised performances of a varied repertoire of music. For example: identify and demonstrate an understanding of selected dynamic and tempo markings.</p> <p><b>6.IM.P3.B</b> Demonstrate an awareness of the context of music through prepared and/or improvised performances.</p>			
<p>Tone</p>	<p>Demonstrate a proper daily instrument maintenance routine and execute periodic cleaning beyond daily maintenance. Place in portfolio.</p> <p>Demonstrate continuing tonal development and an understanding of a characteristic tone quality.</p> <p>Demonstrate fundamental technique on one's instrument.</p> <p>Differentiate between correct and incorrect pitch and rhythm.</p> <p>Demonstrate and understand musicality through style, dynamic control, tempo variation, and phrase shaping.</p>	<p><b>Visual Observation:</b>                  Student care of instrument during class                  Oral quizzes on EE "gold box" items                  Bowing Skills Quiz Rubric (EE Teacher's Manual, p.27)                  Instrument Position and Left Hand Playing Skills Quiz Rubric (EE Teacher's Manual, p.27)</p> <p><b>Performance Assessment:</b>                  D, G, C Major scales and arpeggios - Rubric in Teacher's Manual, p. 28                  EE book 2, p. 9 #36 - Rubrics in Teacher's Manual, p. 29 and Resource Kit, p.121                  EE p. 11, #47 - Rubrics in Teacher's Manual, p. 30 and Resource Kit, p. 120                  EE pp.13, 15, #55 and #63 - Rubric in Teacher's Manual, 31                  EE p. 13, #56 - Rubric in Resource Kit, p. 121                  EE p. 17, #79 - Rubric in Resource Kit, p. 122                  EE p. 19, #91 - Rubric in Resource Kit, p. 123</p>	<p><b>Review:</b>                  EE Student Book 2, pp. 1- 6                  EE Teacher Manual Book 2, pp. 35-57                  EE Teacher Resource Kit Book 2:                  Unit 1, Lessons 1-5                  Unit 2, Lesson 1</p> <p><b>Written Assessments:</b>                  Unit 1 Quiz, p. 105 - Teacher's Resource Kit 2                  Unit 2 Quiz, p. 106 - Teacher's Resource Kit 2                  Unit 3 Quiz, p.107 - Teacher's Resource Kit 2                  Unit 4 Quiz, p.108 - Teacher's Resource Kit 2</p> <p><b>Performance Assessment Rubrics:</b>                  EE Teacher's Manual Book 2 - pp. 28, 29                  EE Teacher's Resource Kit 2 – pp. 120, 121, 122, 123</p>

# Instructional Map

# Middle School Orchestra I

QUARTER 3			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
	<p>Perform scales on one's instrument.</p> <p>Students will produce a fundamental tone consistently throughout the range of the instrument.</p>		
Read	<p>Students will Identify and interpret standard musical notation.</p> <p>Record students as they progress in their ability to play their concert festival and solo &amp; ensemble festival pieces. Place in portfolio.</p>	<p><b>Visual/Aural Observation:</b> Recognize and perform Intervals or various sizes - EE p. 4, #12 Recognize tempo indications Recognize changing dynamic Levels.</p> <p><b>Large Group Assessment:</b> WTSBOA Orchestra Concert Festival (Rubrics on wtsboa.com)</p> <p><b>Small Group Assessment:</b> WTSBOA Solo &amp; Ensemble Festival (Rubrics on wtsboa.com)</p> <p><b>Individual Assessment:</b> WTSBOA Solo &amp; Ensemble Festival (Rubrics on wtsboa.com)</p>	<p>Memphis Symphony Integrated Unit of Study "Sound Opinions"</p> <p><a href="http://www.wtsboa.com">www.wtsboa.com</a> – concert festival and solo &amp; ensemble festival rubrics</p> <p>Tuner and Metronome Smart Music Pocket Trak Solo &amp; Etudes Books 1 &amp; 2</p> <p>Repertoire Ex's: "Dragonhunter," by R. Meyer and "Kabuki Dance," : by R. Meyer <u>Teaching Music through Performance in Orchestra, Vol. 3</u> Rubric(s)- EE2000 Book 2, Teacher's Manual EE p. 4, #12 Recognize tempo indications Recognize changing dynamic Levels.</p>
<p><b>CREATE:</b></p> <p><b>6.IM.Cr1.A</b> Compose and/or improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s). For example: describe the fundamental concepts of improvisation. Create a variation of a simple rhythmic pattern. Improvise a solo over a given chord (using one or more pitches). Understand individual instrument transposition (concert pitch versus actual pitch).</p> <p><b>6.IM.Cr2.A</b> Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s). For example: create, select, and refine the final two measures for a four-measure melody within specified guidelines.</p> <p><b>6.IM.Cr2.B</b> Preserve draft compositions and improvisations through standard notation and/or recording technology.</p> <p><b>6.IM.Cr3.A</b> Evaluate and refine draft compositions and/or improvisations based on knowledge, skill, and teacher-provided criteria.</p> <p><b>6.IM.Cr3.B</b> Share personally developed melodic and rhythmic ideas or motives, individually or as an ensemble, that demonstrate understanding of characteristics of music or texts.</p>			
Improvise	<p>Improvise a call and response, based on a song that is being played in class, using rhythmic or melodic variation. Place a sampling in your portfolio.</p>	<p><b>Aural Assessment:</b> (individual and group listening skills – Call/Response)</p> <p>EE 2 pp. 12, 13, 15 - Teacher Manual, pp. 84,</p>	<p>EE2000 Book 2 and CD EE Teacher's Manual – pp. 84, 89, 95, 101, 126 <a href="http://www.musictheory.net">www.musictheory.net</a></p>

# Instructional Map

# Middle School Orchestra I

QUARTER 3			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
		89, 101 EE 2 p. 14 - Teacher Manual p. 95 EE 2 p. 20 - Teacher Manual p. 126	<a href="http://www.teoria.com">www.teoria.com</a> Workbook for Strings Book 2
Compose	Students will use a variety of sound, notational, and/or technological sources to compose or arrange a given song. Video students as they improvise and place a sampling in your portfolio.	<p><b>Written Assessment:</b> EE 2 p. 8, #29 EE 2 p. 11, #44 Notate a rhythmic variation on the D Major scale, EE p. 18, #85</p> <p><b>Special Written Exercise:</b> bass – EE 2 p. 12 violin and bass- EE 2 p. 14 viola and cello – EE 2 p. 15</p> <p><b>Aural Observation:</b> Original rhythm raps modeled after EE 2 pp. 16, 17 - Teacher Manual pp. 107-116</p> <p><b>Transposition:</b> Perform favorite tunes in new keys.</p>	Finale or Sibelius EE2000 Book 2
<p><b>RESPOND:</b>  <b>6.IM.R1.A</b> Identify and justify reasons for selecting music based on characteristics found in music, context, and student interest.  <b>6.IM.R1.B</b> Through visual and aural examples, analyze how context and musical elements inform student response to music.  <b>6.IM.R2.A</b> Interpret and describe the artistic intent and aesthetic qualities of musical works, citing as evidence the treatment of the elements of music, contexts, and historical significance.  <b>6.IM.R3.A</b> Describe the influence of experiences, performances, context, and analysis on the artistic process.</p>			
Analyze	<p>Students will demonstrate the ability to compare and contrast works of the same genre or style.</p> <p>Students will demonstrate the ability to analyze a recorded work and describe how elements of music make the selection unique, interesting and expressive.</p>	Word wall activities with current vocabulary	Workbook for Strings Book 1 by Forest Etling EE 2 2000 Resource Kit
Evaluate	Evaluate the quality and effectiveness of one's own and another's performance using selected criteria. Record your students using Smart Music,	<p><b>Aural Assessment:</b> (individual and group listening skills) EE pp. 12, 13, 15 - Teacher Manual, pp. 84, 89, 101</p>	Workbook for Strings Book 1 by Forest Etling EE Book 2 Teacher's Manual pp. 95, 126

QUARTER 3			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
	<p>Pocket Trak or Bloggie and have them evaluate their own performances as compared to exemplary models. Place sample evaluations in your portfolio.</p>	<p>EE p. 14 - Teacher Manual p. 95                      EE p. 20 - Teacher Manual p. 126                      Play exercises at varying tempi                      Check intonation with electronic tuner.</p>	
Identify	<p>Students will be able to identify a variety of uses and effectiveness of musical elements in rehearsal and performance literature.</p> <p>Students will compare and contrast works of the same genre or style.</p> <p>Place samples of student work in your portfolio.</p>	<p><b>Aural/Visual Observation:</b>                      Perform at varying dynamic levels led by a conductor.                      Identify individual phrases in performance music.                      Identify tunes from EE Book I which appear in Book 2 in different keys</p> <p><b>Large Group Assessment:</b>                      WTSBOA Orchestra Concert Festival - Rubrics on wtsboa.com</p> <p><b>Small Group Assessment:</b>                      WTSBOA Solo &amp; Ensemble Festival - Rubrics on wtsboa.com</p> <p><b>Individual Assessment:</b>                      WTSBOA Solo &amp; Ensemble Festival - Rubrics on wtsboa.com</p>	<p>Digital Tuner                      EE2000 Book 2 and CD  <a href="http://www.wtsboa.com">www.wtsboa.com</a> concert festival and solo &amp; ensemble festival rubrics.</p>
<p><b>CONNECT:</b>                      6.IM.Cn1.A Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.                      6.IM.Cn2.A Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>			
Compare	<p>Students will be able to compare arts disciplines from a particular historical period or style including various American music genres. Place a sampling in your portfolio.</p>	<p><b>Visual Observation:</b>                      Student care of instrument during class</p> <p><b>Aural Assessment:</b>                      Sing selected exercises with note names and/or solfege syllables.                      Sing <i>Oh! Susannah</i>, <i>Mockingbird</i>, and <i>Tom Dooley</i> (Lyrics in EE Teacher's Manual, p. 288)</p>	<p>EE2000 Book 2                      EE2000 Book 2 Teacher's Manual, p. 288  <a href="http://www.Wikipedia.org">www.Wikipedia.org</a></p>



# Instructional Map

# Middle School Orchestra I

QUARTER 3			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
		<p><b>Aural observation:</b>                      Identification of a folk song's origin                      Identification of a classical melody's era                      Compare and contrast examples of nationalistic music from different countries.</p> <p><b>Connection:</b>                      Locate classical melodies used in our society as incidental music.</p>	
Describe	Students will be able to identify historical periods and/or cultures of selected instrumental music literature.	Study the composers and eras of the compositions your group is performing.	<a href="http://www.wikipedia.org">www.wikipedia.org</a>

QUARTER 4			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
<p><b>PERFORM</b></p> <p><b>6.IM.P1.A</b> Select a varied repertoire to study, based on interest, music reading skills, an understanding of the structure of the music, context, and the technical skill of the individual or ensemble. For example: select examples to be played in front of a class of peers.</p> <p><b>6.IM.P1.B</b> Demonstrate, using music reading skills, how knowledge of formal aspects in musical works informs performances. For example: identify and perform basic elements related to musical events such as tempo, dynamics, orchestration, and modulation.</p> <p><b>6.IM.P1.C</b> Identify expressive qualities in a varied repertoire of music that can be demonstrated through performances.</p>			

# Instructional Map

# Middle School Orchestra I

## QUARTER 4

KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
<p><b>6.IM.P2.A</b> Demonstrate the ability to read and notate music individually and in ensemble settings. For example: identify, verbalize, and perform basic rhythms and pitches. Use a system, such as syllables, numbers, or letters, to read simple pitches and rhythms.</p> <p><b>6.IM.P2.B</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 proper instrument care and maintenance. Produce a fundamental tone and standard articulations and/or bowing. Demonstrate correct posture, breath control, hand position, and instrument carriage. Perform at least two percussion rudiments and/or major scales.</p> <p><b>6.IM.P2.C</b> Demonstrate musical literacy on the instrument, individually and in ensemble settings, by adequately sight-reading a varied repertoire of music. For example: demonstrate an understanding of basic elements associated with successful sight-reading.</p> <p><b>6.IM.P2.D</b> Develop and apply strategies to address technical and expressive challenges in a varied repertoire of music. For example: identify basic practice tools such as tempo control, isolation, and segmentation.</p> <p><b>6.IM.P3.A</b> Demonstrate attention to technical demands and expressive qualities in prepared and/or improvised performances of a varied repertoire of music. For example: identify and demonstrate an understanding of selected dynamic and tempo markings.</p> <p><b>6.IM.P3.B</b> Demonstrate an awareness of the context of music through prepared and/or improvised performances.</p>			
Tone	<p>Students will detect and repair minor maintenance issues with their own instrument.</p> <p>Students will employ characteristic tone within a group/individual performance as appropriate to selected instrumental genres.</p> <p>Demonstrate technical proficiency of posture, bowing, fingering, and articulation.</p> <p>Differentiate between correct and incorrect pitch and rhythm.</p> <p>Demonstrate and understand musicality through style, dynamic control, tempo variation, and phrase shaping.</p> <p>Sight-read, accurately, examples from various music genres.</p> <p>Perform from memory scales and arpeggios up to four sharps or four flats.</p>	<p><b>Visual Observation:</b>            Student care of instrument during Class            Oral quizzes on EE “gold box” items            Bowing Skills Quiz Rubric - EE Teacher’s Manual, p.27            Instrument Position and Left Hand Playing Skills Quiz Rubric - EE Teacher’s Manual, p.27</p> <p><b>Written Assessment:</b>            Unit 5 Quiz, p.109- Teacher’s Resource Kit            Unit 6 Quizzes, pp. 110, 111 - Teacher’s Resource Kit            Music Fundamentals Final, pp. 114-116</p> <p><b>Performance Assessment:</b>            EE p.23, #104 and p. 25, #112 - Rubric in Teacher’s Manual, p. 28            EE p. 23 #107 - Rubric in Resource Kit, p. 124            EE p. 28, #125 - Rubric in Teacher’s Manual, p. 28            EE p.29, #129 and #131 - Rubric in Teacher’s Manual, p. 28            EE p. 29, #132 - Rubric in Resource Kit, p. 125            Select from:            pp. 30-38 - Adapt rubrics in Teacher’s Manual</p>	<p>EE Student Book II, pp. 22-47            EE 2 Teacher Manual, pp. 138-283            EE Book II Teacher Resource Kit:            Unit 5, Lessons 3-6            Unit 6, Lessons 1-4            Unit 7, Lessons 1-4            Unit 8, Lessons 1-6            Unit 9, Lessons 1-6</p> <p>Word Wall – Use EE “gold box” items            CD/DVD in EE Book 2 student book            DVD in EE Book 2 Teacher Resource Kit            Pocketrak Audio recording            Bloggie recorder</p> <p>Solo &amp; Ensemble selections            Repertoire Ex’s: “Frog and Toad,” by C. Gruselle,            “The Bringer of Joy,” arr. by R. Phillippe            “The Pink Panther,” arr. by J. Caponegro            Sheet music - selections TBD by Instructor            (Very Easy, Easy, Medium Easy)</p>

QUARTER 4			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
		pp. 29-30  <b>Large Group Assessment:</b> Spring Concert - Rubric In Resource Kit, p.128  <b>Small Group Assessment:</b> Chamber Music - Adapt rubric in Resource Kit, p. 128  <b>Individual Assessment:</b> Solos - Rubric in Resource Kit, p. 129	
<b>Sing</b>	Demonstrate adequate vocal production in sight-singing selected intervals and melodies with pitch accuracy.	<b>Aural Assessment:</b> Sing selected exercises with note names and/or solfege syllables. Sing <i>For He's a Jolly Good Fellow, Hatikvah, The Hanukkah Song, Kum Ba Yah, When the Saints Go Marchin' In, America the Beautiful</i> - Lyrics in EE Teacher's Manual, pp. 287- 288 Sing <i>Row, Row, Row Your Boat</i> in unison and as a round.	Lyrics in EE Teacher's Manual, p. 288
<b>CREATE:</b> <b>6.IM.Cr1.A</b> Compose and/or improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s). For example: describe the fundamental concepts of improvisation. Create a variation of a simple rhythmic pattern. Improvise a solo over a given chord (using one or more pitches). Understand individual instrument transposition (concert pitch versus actual pitch). <b>6.IM.Cr2.A</b> Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s). For example: create, select, and refine the final two measures for a four-measure melody within specified guidelines. <b>6.IM.Cr2.B</b> Preserve draft compositions and improvisations through standard notation and/or recording technology. <b>6.IM.Cr3.A</b> Evaluate and refine draft compositions and/or improvisations based on knowledge, skill, and teacher-provided criteria. <b>6.IM.Cr3.B</b> Share personally developed melodic and rhythmic ideas or motives, individually or as an ensemble, that demonstrate understanding of characteristics of music or texts.			
Improvise	Improvise a rhythmic or melodic variation within specified guidelines aligned with performance levels of the ensemble.  Transpose tunes from major to minor. Transform familiar tunes to variations in mixed meter, modeled after EE 2 p. 30, #134.	<b>Aural Assessment:</b> (individual and group listening skills – Call/Response) EE 2 p. 22 - Teacher Manual, pp. 138, 141 EE 2 p. 24 - Teacher Manual p. 150	Pocket Trak EE2000 Book 2 and CD Bloggie

# Instructional Map

# Middle School Orchestra I

QUARTER 4			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
Compose	Students will choose a phrase from an existing melody and compose a harmony part for the chosen phrase that moves in parallel and contrary motion. Create a video or audio recording of student's compositions and place in portfolio.	<p><b>Written Assessment:</b> EE 2 p. 25, #114 Notation of original sight-reading Exercise, modeled after EE 2 p. 38, #162-165 EE 2 p. 46, #205-208</p> <p><b>Aural Observation:</b> EE 2 p. 46, #204</p>	<p>Finale or Sibelius</p> <p><b>Special Written Exercise:</b> cello and bass – EE 2 Teacher's Manual p. 149</p>
<p><b>RESPOND:</b></p> <p><b>6.IM.R1.A</b> Identify and justify reasons for selecting music based on characteristics found in music, context, and student interest.</p> <p><b>6.IM.R1.B</b> Through visual and aural examples, analyze how context and musical elements inform student response to music.</p> <p><b>6.IM.R2.A</b> Interpret and describe 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><b>6.IM.R3.A</b> Describe the influence of experiences, performances, context, and analysis on the artistic process.</p>			
Analyze	<p>Identify, list and describe the use of musical elements, form, expressive devices and compositional techniques in printed literature using appropriate musical vocabulary/terminology.</p> <p>Analyze the form of a given musical example.</p>	<p>Word wall activities with current vocabulary</p> <p><b>Aural Assessment:</b> (individual and group listening skills) EE pp. 22 - Teacher Manual, pp. 8138, 141 EE p. 24 - Teacher Manual p. 150 <i>Listening for Dynamics</i>, EE Teacher's Resource Kit, p. 112 <i>Listening for Meter</i>, EE Teacher's Resource Kit, p. 113 Smart Music and Pocket Trak recordings Check intonation with electronic tuner.</p>	<p>EE2000 Book 2 Microsoft Word WTSBOA rubrics wtsboa.com Pocket Trak Bloggie</p>
Evaluate	<p>Describe the quality of a musical performance using selected criteria.</p> <p>Evaluate the quality and effectiveness of one's own and another's performance using selected criteria.</p>		<p>Gaggletube Bloggie</p> <p>WTSBOA solo/ensemble judge's sheet</p>
<p><b>CONNECT:</b></p> <p><b>6.IM.Cn1.A</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p>			

QUARTER 4			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
<b>6.IM.Cn2.A</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.			
Interdisciplinary Relationships	<p>Compare ways in which the subject matter of other disciplines is interrelated with those of music.</p> <p>Identify and explain how elements of music (e.g., color, balance, rhythm, texture) are used in similar and distinctive ways in other arts disciplines.</p> <p>Discuss the role of technology in creating, producing, and listening to music</p>	Physical Science: Physical and acoustical properties of sound and musical tones; Tone production methods on various instruments, including the human voice and synthesized sound	<p>Physical science teacher in your school.</p> <p>Art teacher in your school.</p> <p>Visit a recording studio.</p>
Historical Connections	<p>Recognize and describe distinguishing characteristics of music from various historical periods.</p> <p>Describe music from various cultures.</p> <p>Discuss the role of music in society throughout history.</p>	<p><b>Connection:</b> Locate folk songs and classical melodies used as patriotic music around the world.</p> <p>Identify a folk song's origin or the era of a classical melody.</p> <p>Compare and contrast examples of nationalistic music from different countries.</p>	<p>Foreign language teachers in your school.</p> <p>Foreign Language: Origins of vocabulary and terminology in the discipline</p>