

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 II

QUARTER 1			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
<p>PERFORM: Standard 1.0 Singing: Students will sing alone and with others, a varied repertoire of music.</p> <p>Standard 2.0 Playing Instruments: Students will perform on instruments, alone and with others, a varied repertoire of music.</p> <p>Standard 5.0 Reading and Notating: Students will read and notate music.</p>			
Singing	Sing a melody in unison with pitch and rhythmic 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.	EE2000 Book 2, pp-44-45 Allow students to write in Solfege under the pitches. Modify the scale test in EE2000 Book 2, p. 28 (teacher book) to include a vocal component. http://neilhawes.com/sstheory/sitesing.htm www.musictheory.net (interval trainer)
Playing Instruments	Demonstrate a fundamental knowledge of bowing, fingering, articulation, and posture.	Bowing Skills Quiz-EE Book 2, Teacher's edition, p. 26 Peer Instrument Position and Left Hand Playing Skills Quiz, EE book 2, teacher's edition p. 27	EE 2000, Book 2, Teacher Edition p. 26 EE2000, Book 1, DVD –Startup video to learn the basics.
Rhythm:	Recognize and apply standard notation symbols for meter, rhythm, and tempo. Apply basic elements associated with successful sight-reading.	Selected Response: Rhythm games (teacher choice) Musictechteacher.com Performance of Dotted Rhythms: ET page 38, Student Choice Daily Class Discussion	Essential Techniques pp.38-41 Metronome All for Strings Flashcards www.musictechteacher.com Student quiz results are printable and may be completed at home, in classroom, or computer lab.
Terms of Expression	Recognize and apply standard notation symbols for dynamics, expression, style, and phrase shaping.	Selected Response: Music Terms quiz(es). Assessment of Individual Practice	Workbook for Strings, Book 2 Solo Time for Strings, Book 2 Duets for Strings, Book 2 Repertoire Ex: Russian Sailor's Dance, arr. E. Del Borgo

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QUARTER 1			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
Note Reading and Writing	Identify and interpret standard musical notation.	Selected Response: Music Terms quiz(es). Recognition and Application of term as it applies to teacher selected sheet music. 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. Finale or Sibelius
Time Signatures	Differentiate between correct and incorrect rhythm.	On Demand Performance: Students will count, clap, and perform (individually or as a group) musical samples provided by the teacher. Selected Response: Students will complete a given measure with the correct note value based on the time signature.	Solos & Etudes, Book 2 Repertoire Ex's: Red Pepper, by J. Bishop; Star-Spangled Banner, Arr. by C. Caputo www.musictechteacher.com
Intonation	Perform a major scale in at least two keys with correct intonation.	Each student will perform a selected scale(s) and will be evaluated on right hand position, left hand position, intonation/correct notes.	ET. Teacher Ed., pp. 19-20 Repertoire Ex's: The Gypsy Rover, Arr. by E. DelBorgo
Tone Production	Produce a fundamental tone throughout the range of the instrument.	Demonstration of quality tone to be assessed during scale test.	Tuner Pocket Trak, video camera Computer
CREATE: Standard 3.0 Improvising: Students will improvise melodies, variations, and accompaniments. Standard 4.0 Composing: Students will compose and arrange music within specific guidelines.			
Notation	Students will compose or arrange a given song using a variety of rhythms.	Students will use technology in order to notate correct rhythmic values.	Essential Technique 2000 for strings (ET) beginning on page 18 (student book). Finale http://www.musictechteacher.com
Improvise	Improvise a simple rhythmic or melodic solo, through the medium of a traditional and/or jazz ensemble.	Students will improvise with an accompaniment (live/or recorded), using supplied note choices.	Essential Elements 2000, book 2 Page 46.

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QUARTER 1			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
RESPOND: Standard 6.0 Listening and Analyzing: Students will listen to, analyze, and describe music. Standard 7.0 Evaluating: Students will evaluate music and music performances.			
Vocabulary	Describe musical examples using appropriate vocabulary/terminology. Describe the quality of a musical performance using selected criteria.	Peer Response: Group discussion of musical selections to be performed in the All-City Orchestra Concert	All-City Orchestra repertoire TBD at the beginning of each school year.
Performance	Evaluate the quality and effectiveness of one's own and another's performance using selected criteria.	Peer Assessment: Scale Test, ET pp. 18, 20, 22 (student or teacher choice)	EE book 2 Teachers Manual p. 28 Scale Test Pocket Trak, Metronome
CONNECT: Standard 8.0 Interdisciplinary Connections: Students will illustrate how elements of music (e.g., color, balance, rhythm, texture) are used in similar and distinctive ways in other arts disciplines. Standard 9.0 Historical and Cultural Relationships: Students will compare and contrast various historical backgrounds and related music genres			
Interdisciplinary Relationships	Recognize and describe distinguishing characteristics of music from various historical periods of selected instrumental music literature. Describe music from various cultures	Class discussion: Discuss the qualities of each All City Selection and discuss the similarities and/or differences	All City Music Find bios on the composers of the All City Music on the web.

QUARTER 2			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
<p>PERFORM: Standard 1.0 Singing: Students will sing alone and with others, a varied repertoire of music.</p> <p>Standard 2.0 Playing Instruments: Students will perform on instruments, alone and with others, a varied repertoire of music.</p> <p>Standard 5.0 Reading and Notating: Students will read and notate music.</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. Apply basic elements associated with successful sight-reading. Identify and interpret standard musical notation.	Selected Response: Rhythm games (teacher choice) Performance of Sixteenth Note Rhythm: ET p.39,	ET pp.38-41 metronome http://neilhawes.com/sstheory/sitesing.htm www.musictechteacher.com Student quiz results are printable and may be completed at home, in classroom, or computer lab.
Terms of Expression	Recognize and apply standard notation symbols for dynamics, tempo, articulation, expression, style and phrase shaping.	Music Terms oral/written quiz(es). Recognition and Application of term as it applies to teacher selected sheet music.	Repertoire Ex's: From Time to Time, by L. Niehaus and Themes from The Planets, arr. by D. Wagner http://www.musictechteacher.com
Note Reading and Writing	Recognize and apply standard notation symbols for meter, rhythm and pitch.	Notation of fingerings for 3 rd and 4 th position. Students will identify and notate appropriate accidental signs to enharmonic spellings of notes.	ET Teacher's Edition pages 24-26 ET Teacher's Edition pages 36-38: Repertoire Ex: Danny Boy, arr. by H. Alshin, Cellos Ole by R. Meyer, April by J. Woolstenhulme Finale or Sibelius
Intonation	Demonstrate fundamental technique on one's instrument. Perform scales, arpeggios and etudes on one's instrument. Evaluate the quality and effectiveness of one's	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. Assessment of Individual Practice	ET Teachers Edition page 20

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QUARTER 2			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
	own and another's performance using selected criteria.		
Tone Production	Create a Pleasing tone Play with vibrato Demonstrate crescendos and diminuendos	Bowing Skills Quiz Vibrato Skills Quiz ET pp. 42-43	ET Teacher's Edition page 26 Repertoire Ex: Theme from Canon in D, arr. by J. Camponegro
CREATE: Standard 3.0 Improvising: Students will improvise melodies, variations, and accompaniments. Standard 4.0 Composing: Students will compose and arrange music within specific guidelines.			
Notation	Compose or arrange a grade-appropriate short instrumental piece/warm up for a specified goal using traditional or non-traditional notation including the elements of music.	Notation of fingerings for 3 rd and 4 th position. Students will identify and notate appropriate accidental signs to enharmonic spellings of notes.	ET Teacher's Edition pages 24-26: ET Teacher's Edition pages 36-38: Metronome
Rhythm	Create a variation of a simple melody using the blues scale pattern.	Students will improvise a 3-note melody over a recorded blues accompaniment.	Nothin' But Blues, volume 2 Jamey Aebersold www.jazzbooks.com www.jazzednet.org
RESPOND: Standard 6.0 Listening and Analyzing: Students will listen to, analyze, and describe music. Standard 7.0 Evaluating: Students will evaluate music and music performances.			
Performance Evaluation	Students will be able to proficiently apply specific criteria (rubric) to evaluate his/her personal contribution in an instrumental performance and to evaluate their ensemble's performance as compared to exemplary models.	Students will orally demonstrate understanding of a recorded performance of their fall concert music.	Bloggie Pocket Trak EE 2 – Teacher's Resource Kit - p. 128
CONNECT: Standard 8.0 Interdisciplinary Connections: Students will illustrate how elements of music (e.g., color, balance, rhythm, texture) are used in similar and distinctive ways in other arts disciplines. Standard 9.0 Historical and Cultural Relationships: Students will compare and contrast various historical backgrounds and related music genres			
Historical Relationships	Discuss the role of technology in creating, producing, and listening to music.	Listen to and discuss recordings of different arrangements of the pieces that will be played on the winter concert.	MP3, CD -Recordings of concert selections. www.Wikipedia.org

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QUARTER 2			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
	Recognize and describe distinguishing characteristics of music from various historical periods.	Written reports about the composers, era or origin of the pieces performed on the winter concert.	
QUARTER 3			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
PERFORM: Standard 1.0 Singing: Students will sing alone and with others, a varied repertoire of music. Standard 2.0 Playing Instruments: Students will perform on instruments, alone and with others, a varied repertoire of music. Standard 5.0 Reading and Notating: Students will read and notate music.			
Singing	Sing a two-part harmonization with both parts using the different rhythms.	http://thepracticeroom.net	http://thepracticeroom.net
Rhythm	Differentiate between correct and incorrect rhythm. Identify and interpret standard musical notation.	Rhythm games (teacher choice) musictechteacher.com Performance of Syncopated Rhythm: ET p. 40	Repertoire Ex: Colorado Trail, arr. by R. Sieving 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.	Recognition and Application of term as it applies to teacher selected sheet music. Assessment of Individual Practice	Sheet Music to be selected by teacher.

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QUARTER 2			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
Note Reading	Perform minor scales on one's instrument. Identify and interpret standard musical notation.	Written Assessment of scales in minor keys Essential Technique pp. 32-36	ET Teacher's Manual, pp. 242-264 Scales Test ET Teacher' Manual p. 19.
Intonation	Produce a fundamental tone in 3 rd position.	Group/Individual Assessment: ET pp. 2-17 (Shifting)	ET Section I: Higher Positions and Shifting
Tone Production	Demonstrate continuing tonal development and an understanding of a characteristic tone quality. Demonstrate and understand musicality through style, dynamic control, tempo variation, and phrase shaping.	Individual Assessment: Playing Test of students playing their part of the pieces the orchestra will be taking to concert festival.	ET Teacher's Edition, page 18. WTSBOA Adjudicated Concert Festival Repertoire Ex's: Gargoyles, by D. Spata, Canyon Winds, by S. O'Laughlin, and Pirates of the Caribbean: Dead Man's Chest, arr. by R. Longfield
CREATE: Standard 3.0 Improvising: Students will improvise melodies, variations, and accompaniments. Standard 4.0 Composing: Students will compose and arrange music within specific guidelines.			
Notation	Identify and interpret standard musical notation.	Notate a D major scale. Include clef sign, time signature, key signature, bar lines, correct note values.	Staff paper available at: www.musictheory.net Workbook for Strings, Book 2
Compose	Use an abundant variety of sound, notational, and/or technological sources to compose or arrange a given song.	Identify and create the "question" part of a phrase. Identify and Create an "answer" or conclusion to a given phrase "question". Arrange your phrase for other instruments. (If your phrase was for treble instruments, rewrite it for bass instruments)	Staff paper available at: www.musictheory.net EE book 2, page 46 #207 "Q and A" Finale or Sibelius

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QUARTER 2			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
RESPOND: Standard 6.0 Listening and Analyzing: Students will listen to, analyze, and describe music. Standard 7.0 Evaluating: Students will evaluate music and music performances.			
Analyze	Describe musical examples using appropriate vocabulary/terminology.	Students will perform and critique individually composed phrases. Written Critique: Students will write a self-evaluation of their individual composition using a class generated rubric.	Finale or Sibelius
CONNECT: Standard 8.0 Interdisciplinary Connections: Students will illustrate how elements of music (e.g., color, balance, rhythm, texture) are used in similar and distinctive ways in other arts disciplines. Standard 9.0 Historical and Cultural Relationships: Students will compare and contrast various historical backgrounds and related music genres			
Historical Relationships	Recognize and describe distinguishing characteristics of music from various historical periods.	History Worksheet Quiz	EE book 2 – Teacher's Resource Kit pp. 138-143.

QUARTER 4			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
PERFORM: Standard 1.0 Singing: Students will sing alone and with others, a varied repertoire of music. Standard 2.0 Playing Instruments: Students will perform on instruments, alone and with others, a varied repertoire of music. Standard 5.0 Reading and Notating: Students will read and notate music.			
Singing	Sing a two or three –part harmonization with a variety of rhythm patterns	Students will sing a portion of their orchestra sheet music using letter names or solfege.	Sheet Music selected by teacher. Primo Performance, Books 1 & 2 http://thepracticeroom.net
Rhythm	Identify and interpret standard musical notation in 6/8 meter.	Rhythm games (teacher choice) musictechteacher.com	ET p. 41 www.musictechteacher.com Student quiz results are printable and may be

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QUARTER 4			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
		Performance of Rhythms in 6/8 meter	completed at home, in classroom, or computer lab. www.Teoria.com
Terms of Expression	Demonstrate and understand musicality through style, dynamic control, tempo variation, and phrase shaping.	Recognition and Application of term as it applies to teacher selected sheet music.	Sheet Music to be selected by teacher. Repertoire Ex: Cello Squadron, by R. Meyer
Intonation	Demonstrate fundamental 3 rd position shifting technique on one's instrument.	Group/Individual Assessment: shifting	ET pp 2-17: Higher Positions and Shifting
Tone Production	Demonstrate continuing tonal development and an understanding of a characteristic tone quality.	Self-Evaluation: Playing Test	ET Teacher's Edition, p. 18 or teacher generated evaluation form. Repertoire Ex: An African-American Air, arr. by K. Mixon
CREATE: Standard 3.0 Improvising: Students will improvise melodies, variations, and accompaniments. Standard 4.0 Composing: Students will compose and arrange music within specific guidelines.			
Notation	Create a variation of a simple melody using a blues scale pattern.	Use a teacher-created rubric to assess each student's work.	Staff paper available at: www.musictheory.net Nothin' But Blues, volume 2 Jamey Aebersold www.jazzbooks.com www.jazzednet.org
RESPOND: Standard 6.0 Listening and Analyzing: Students will listen to, analyze, and describe music. Standard 7.0 Evaluating: Students will evaluate music and music performances.			
Vocabulary	Describe musical examples using appropriate vocabulary/terminology.	Students will perform and critique individually composed melodies using the blues scale	Pocket Trak Teacher & Student Generated Rubric,

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QUARTER 4			
KNOWLEDGE & SKILLS	ACTIVITIES/OUTCOMES	ASSESSMENTS	RESOURCES
		pattern.	Microsoft Word
Analyze	Students will demonstrate advanced proficiency in comparing and contrasting works of the same genre or style.	Written Critique: Students will write a self-evaluation of their blues scale composition using appropriate terminology.	Microsoft Word
<p>CONNECT: Standard 8.0 Interdisciplinary Connections: Students will illustrate how elements of music (e.g., color, balance, rhythm, texture) are used in similar and distinctive ways in other arts disciplines.</p> <p>Standard 9.0 Historical and Cultural Relationships: Students will compare and contrast various historical backgrounds and related music genres</p>			
Technology	Students will be able to explain with advanced competency ways music technology impacts today's society.	Write a narrative about a field trip to a recording studio or Gibson guitar factory.	Sun Studios Gibson Guitar Factory SCS vo-tech recording studio
Historical Relationships	Recognize and describe distinguishing characteristics of music from various historical periods.	Identify a binary form and discuss its origins.	Tutorial on Binary Form: http://www.teoria.com