**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. Acknowledging the need to develop competence in literacy and language as the foundations for all learning, Shelby County Schools developed the Comprehensive Literacy Improvement Plan (CLIP) and the SCS Curriculum Maps for Arts Education.

Designed with the teacher in mind, the Arts Education (Orff Music, Visual Art, Media Arts, Dance, Instrumental Music, and Vocal Music) curriculum maps focus on teaching and learning in the domains of Perform, Create, Respond, and Connect. 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: present, 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 indictors 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** |
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| **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. |
| Tone | Tonal development and quality. | **Visual Observation:*** Student care of instrument during class
* Oral quizzes on EE 1 “gold box” items

**Written Assessment:** Labeling blank diagrams of the instrument and bow | **Essential Elements Book 1 Teacher’s Resource Kit*** Unit 1 Quiz, p. 103
* Unit 2 Quiz, p. 104
* Unit 3 Quizzes, pp. 105 -107

**Essential Elements Book 1 Teacher’s Manual*** Position Evaluation Rubric p.27
* Orchestra Class Progress Report p.28
* Orchestra Class Interim Report p.29
 |
| Technique on Instrument | Differentiate between correct and incorrect pitch and rhythm.Demonstrate and understand musicality through style, dynamic control, tempo variation, and phrase shaping.Apply techniques of sight-reading. | **Essential Elements 1 Performance Assessment:**EE p. 5, #9 EE p. 7, #16EE 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. | **Essential Elements Book 1 Teacher’s Resource Kit Rubrics**p. 121 – 128**Essential Elements Book 1 Teacher’s Manual**p. 31 – Performance Evaluation Rubric |
| Music Notation | Perform scales on one’s instrument.Identify and interpret standard musical notation.Compare ways in which the subject matter of other disciplines is interrelated with those of music. | **Visual Observation:**EE p. 13, Shadow BowingDemonstration of 2/4 conducting pattern, EE p.21**Visual/Aural Observation:**EE p. 15, #43 (recognition of ABA form)**Aural Observation:**Recognizing tempo indications of allegro, moderato and andante, EE p. 20 | **Essential Elements Student Book 1**  |
| **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. |
| Improvise | Improvise a simple rhythmic solo, through the medium of a traditional ensemble.Experiment with variations on a given melody or rhythm.Improvise a solo over a given chordprogression, through the medium of atraditional ensemble. | **Aural Assessment:** Individual and group listening skills – Call/ResponseEE pp. 6, 10, 16, & 17Video a sampling of student improvisation for your portfolio to compare with end-of-the-year skills. **Written Assessment:** EE p. 7, #16EE p. 12, #35EE p. 14, note names in “gold box”EE p. 15, #46EE p. 20, #70 Notate variations on *Hot Cross Buns***Special Written Exercise:**EE p. 19 - violin, viola, cello only | **Essential Elements Book 1 Teacher’s Manual**Listening Skills - pp. 48, 65, 95, & 102 |
| Compose | Compose music that demonstrates creativity.Create an arrangement for an appropriate performance medium. | **Aural Observation:**Original rhythm raps modeled after EE pp. 20, 21 Original solo over chord progression in *Bile ‘em Cabbage Down*, EE pp. 22, #89  | **Essential Elements Book 1 Teacher’s Manual**pp. 113-119, 132 |
| **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.Analyze specific events in a given musical example.Differentiate between correct and incorrect pitch and rhythm.Use of Intonation | Word wall activities with current vocabularyAural assessment: (individual and group listening skills)EE pp. 6, 10, 16, 17Play exercises at varying tempiSmart Music and Bloggie recordings (Student Check intonation with electronic tuner. | **Essential Elements 2000 Student Book 1****Essential Elements Book 1 Teacher’s Manual**Listening Skills - pp. 48, 65, 95, 102**Gaggletube:** Full digital videos and recordings of studied pieces/composers**Essential Elements Teacher Resource Kit**Self- Assessment Rubric on p. 135 |
| Listening | Evaluate the quality and effectivenessof one’s own and another’s performance using selected criteria. |  | **WTSBOA solo/ensemble or concert festival judges sheets** |
| Analyzing | Identify and explain how elements ofmusic (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 directionPerformance with student conductorDemonstrate Phrase structure and form | **Aural/Visual Observation:** Perform at varying tempi led by teacher and student conductors Identify individual phrases in performance music. |
| **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 |
| Instrument Care | Demonstrate proper instrument care and maintenance. | **Visual Observation:** Student care of instrument during classWritten quiz on instrument maintenance | **Essential Elements 2000 Book 1 and CD**The Classical Era timeline and History Worksheet – **EE Teacher Resource Kit**, pp. 141 and 147The Romantic Era timeline and History Worksheet – **EE Teacher Resource Kit**, 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 | **Aural Assessment:** Sing selected exercises with note names and/or solfege syllables.Sing *Good King* *Wenceslas*, *Dreidel*, *Old MacDonald*, *Jingle Bells, Hot Cross Buns, Michael Row the Boat Ashore* (Lyrics in Essential Elements 1 Teacher’s Manual, p. 262) Sing *Frere Jacques* in unison and as a round.**Aural Observation:** Identification of a folk song’s origin. | **Connection:** 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 **Essential Elements 1 Teacher Resource Kit,** pp.133 and 134Full 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. | **Connection:**Play the Dreidel game in class.Play *A Mozart Melody* with traditional Suzuki rhythms.Write and sing new lyrics to the variations on *Hot Cross Buns*. (What is in the new product in the vendor cart? What is the selling feature of this product?)   | **Interdisciplinary Connections:**Mathematics: Note and rest values as fractions of a wholeMathematics: Frequency ratios in the overtone seriesLanguage Arts: Phrases and syntaxSocial 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. | **Mini Project:** 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 stylesForeign Language: Origins of vocabulary and terminology in the disciplineClassical-composers.org |

| **QUARTER 2** |
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| **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. |
| Harmony | Demonstrate an understanding ofharmony through singing musical examplesof at least two parts in complexity. | **Visual Observation:**Student care of instrument during classOral quizzes on EE “gold box” items | **Essential Elements 1 Teacher’s Manual**Position Evaluation Rubric, p. 27Orchestra Class Progress Report, p. 28Orchestra Class Interim Report, p. 29**Essential Elements 1 Teacher’s Resource Kit – Written Assessments**Unit 4 – pp. 108, 109Unit 5 – pp. 110, 111Unit 6 – pp. 112, 113Comprehensive – pp. 116, 117 |
| Technique | Demonstrate proper instrument care and maintenance.Demonstrate continuing tonaldevelopment and an understanding of acharacteristic tone quality.Demonstrate fundamental technique on one’s instrument. | **Performance Assessment:**Select from:Essential Elements Student Book 1p. 27, #102p. 28, #107p. 29 (ties and slurs)p. 30 #116p. 31, #119-124p. 39, #166p. 40, #168, #169-172 p. 41, #176, #177-180p. 42, #182, 183-187pp. 43-46 (teacher’s choice)**Visual Observation:**Demonstration of 4/4 & ¾ conducting patterns, EE p. 27-28Large group assessment: Holiday ConcertVideo 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 **Teacher Resource Kit**. Place in portfolio. Small group assessment: chamber groupsIndividual assessment: solos - Student Self-Assessment Rubric in Resource Kit, p. 135 | **Essential Elements 1 Resource Kit**p. 27, #102 - Resource Kit Rubric p.129p. 28, #107 - Resource Kit Rubric p. 130p. 34, #139 – Resource Kit Rubric p. 131p. 39, #166 – Resource Kit Rubric p. 132[www.musictechteacher.com](http://www.musictechteacher.com) ties and slurs quiz**Essential Elements 1 Teacher’s Manual** All other performance assessments usePerformance Evaluation Rubric, p. 31**Essential Elements 1 Teacher Resource Kit**p. 135 – “Student Self Assessment Concert Performance” form |
| **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. |
| Improvise | Improvise a simple rhythmic solo,through the medium of a traditionalensemble.Experiment with variations on a given melody or rhythm.Improvise a solo over a given chordprogression, through the medium of atraditional ensemble.Video or record samples of students improvising and place in portfolio. | **Aural Assessment:** Individual and group listening skills – Call/ResponseEssential Elements 2000 Student Book 1 pp. 26, 32, 33, 36, 38Improvise a rhythmic variation on EE p. 35, #142.Improvise a rhythmic variation on *The Birthday Song*, EE p. 35 #143.**Written Assessment:** EE p. 28, #107Notate *Banana Boat Song* in ABA form.Notate selected tunes in D Major and D minorNotate an original *Listen to our* *Sections*, modeled after EE p. 37, #154Notate an original harmonization to *Cripple Creek, p. 43*  or *Rockin’ Strings*, p. 44. Place in portfolio.Compose an original A part to EE p. 47, #195. Place student work in portfolio.**Special Written Assessment:** Violin and Bass - EE p. 36Viola and Cello - EE p. 38**Aural Observation:** Improvise a solo over the chordprogression in *Cripple Creek*, EE **p.** 43, #188 - Teacher Manual p. 234Improvise a solo for *Rhythm Jam*, EE pp. 47, #194 - Teacher Manual pp. 254 Video a sampling of student performances and place in portfolio for comparison with improvisation skills at the end of the year. | **Essential Elements 2000 Student Book 1**pp. 26, 32, 33, 36, 38**Essential Elements Book 1 Teacher’s Manual** – Listening Skills pp. 139, 173, 179, 196, 207**Essential Elements Book 1 Resource Kit** – p. 130Smart Music Interactive SoftwareBand in a Box SoftwareWorkbook for Strings Book 1All for Strings Workbook, Book 1FinaleGarage Band**EE Teacher’s Manual Book 1 p**. 254 |
| Create | Compose music that demonstrates creativity.Create an arrangement for an appropriate performance medium. |  | Finale or Sibeliuswww.musictheory.net |
| **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. |
| Pitch | Differentiate between correct and incorrect pitch and rhythm.Demonstrate and understand musicality through style, dynamic control, tempo variation, and phrase shaping.Apply techniques of sight-reading.Perform scales on one’s instrument. | Word wall activities with current vocabulary**Aural Observation:**Detection of whole and half steps/major and minor melodic patternsPerform duets and rounds with partners or small groups. | Essential Elements 2000 Book 1 & CDHarvard Dictionary of Music |
| Notation | Identify and interpret standard musical notation. | **Aural Assessment:** (individual and group listening skills)EE p. 26 - Teacher Manual p.139EE pp. 32, 33 - Teacher Manual pp. 173, 179EE pp. 36, 38 - Teacher Manual pp. 196, 207*Listening for Dynamics*, EE Teacher’s Resource Kit, p. 114*Listening for Meter*, EE Teacher’s Resource Kit, p. 115Smart Music and Bloggie recordingsCheck intonation with electronic tuner | Full digital recordings of studied pieces/composersGaggleTube |
| Cross Connection | Compare ways in which the subject matter of other disciplines is interrelated with those of music. | **Aural/Visual Observation:**Perform in varying meters and at varying tempi led by teacher and student conductors. Identify individual phrases in performance music. |  |
| **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 |
|  | Demonstrate an understanding of pitchand rhythm through singing musical examples.Demonstrate an understanding ofharmony through singing musical examplesof at least two parts in complexity. | **Aural Assessment:** Sing selected exercises with note names and/or solfege syllables.Sing *This Old Man* and *Long, Long Ago* - Lyrics in EE Teacher’s Manual, p. 262Sing *Simple Gifts* in unison and as a round.**Aural Observation:**Compare and contrast examples of nationalistic music from different countries. | **EE2000 Book 1 and CD****EE2000 Resource Kit**Worksheet – EE Teacher Resource Kit, pp. 140, 146The Classical Era timeline and History Worksheet – EE Teacher Resource Kit, pp. 141, 147The Romantic Era timeline and History Worksheet – EE Teacher Resource Kit, pp. 142, 148The 20th Century timeline and History Worksheet – EE Teacher Resource Kit, pp. 143, 149Concert Etiquette Worksheets in EE Teacher Resource Kit, pp.126, 127.Full digital recordings of studied pieces/ composers |
| Interdisciplinary Relationships | Compare ways in which the subjectmatter of other disciplines is interrelatedwith those of music. |  | **Interdisciplinary Connections:**Mathematics: Note and rest values as fractions of a wholeMathematics: Frequency ratios in the overtone seriesLanguage Arts: Phrases and syntaxSocial Studies: Western vs. Eastern music traditionsSocial Studies: Classical vs. popular/folk stylesForeign Language: Origins of vocabulary and terminology in the disciplineClassical-composers.org |
| Historical Relationships | Recognize and describe distinguishingcharacteristics of music from varioushistorical periods.Describe music from various cultures.Discuss the role of music in society throughout history. | **Connection:***The Barney Song* can be sung to the same melody as *This Old* *Man.* 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 21st Century to those of past eras.Place a sampling of music era quizzes from the Teacher Resource Kit in your portfolio | The Renaissance Era timeline and History Worksheet - **EE Teacher Resource Kit**, pp. 139 and 145The Baroque Era timeline and History - **EE Teacher Resource Kit** pp. 140 & 146 |

| **QUARTER 3** |
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| **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. |
| Tone | Demonstrate a proper daily instrument maintenance routine and execute periodic cleaning beyond daily maintenance. Place in portfolio. 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.Perform scales on one’s instrument.Students will produce a fundamental tone consistently throughout the range of the instrument. | **Visual Observation:**Student care of instrument during classOral quizzes on EE “gold box” itemsBowing Skills Quiz Rubric (EE Teacher’s Manual, p.27)Instrument Position and Left Hand Playing Skills Quiz Rubric (EE Teacher’s Manual, p.27)**Performance Assessment:**D, G, C Major scales and arpeggios - Rubric in Teacher’s Manual, p. 28EE book 2, p. 9 #36 - Rubrics in Teacher’s Manual, p. 29 and Resource Kit, p.121EE p. 11, #47 - Rubrics in Teacher’s Manual, p. 30 and Resource Kit, p. 120EE pp.13, 15, #55 and #63 - Rubric in Teacher’s Manual, 31EE p. 13, #56 - Rubric in Resource Kit, p. 121EE p. 17, #79 - Rubric in Resource Kit, p. 122EE p. 19, #91 - Rubric in Resource Kit, p. 123 | **Review:**EE Student Book 2, pp. 1- 6EE Teacher Manual Book 2, pp. 35-57EE Teacher Resource Kit Book 2: Unit 1, Lessons 1-5 Unit 2, Lesson 1**Written Assessments:**Unit 1 Quiz, p. 105 - Teacher’s Resource Kit 2Unit 2 Quiz, p. 106 - Teacher’s Resource Kit 2Unit 3 Quiz, p.107 - Teacher’s Resource Kit 2Unit 4 Quiz, p.108 - Teacher’s Resource Kit 2**Performance Assessment Rubrics:**EE Teacher’s Manual Book 2 - pp. 28, 29EE Teacher’s Resource Kit 2 – pp. 120, 121, 122, 123  |
| Read | Students will Identify and interpret standard musical notation.Record students as they progress in their ability to play their concert festival and solo & ensemble festival pieces. Place in portfolio. | **Visual/Aural Observation:**Recognize and perform Intervals or various sizes - EE p. 4, #12Recognize tempo indicationsRecognize changing dynamic Levels.**Large Group Assessment:**WTSBOA Orchestra Concert Festival (Rubrics on wtsboa.com)**Small Group Assessment:** WTSBOA Solo & Ensemble Festival (Rubrics on wtsboa.com)**Individual Assessment:** WTSBOA Solo & Ensemble Festival (Rubrics on wtsboa.com) | Memphis Symphony Integrated Unit of Study “Sound Opinions”[www.wtsboa.com](http://www.wtsboa.com) – concert festival and solo & ensemble festival rubricsTuner and MetronomeSmart MusicPocket TrakSolo & Etudes Books 1 & 2Repertoire Ex’s: “Dragonhunter,” by R. Meyer and “Kabuki Dance,”: by R. MeyerTeaching Music through Performance in Orchestra, Vol. 3Rubric(s)- EE2000 Book 2, Teacher’s Manual EE p. 4, #12Recognize tempo indicationsRecognize changing dynamic Levels. |
| **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. |
| Improvise | 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. | **Aural Assessment:** (individual and group listening skills – Call/Response)EE 2 pp. 12, 13, 15 - Teacher Manual, pp. 84, 89, 101EE 2 p. 14 - Teacher Manual p. 95 EE 2 p. 20 - Teacher Manual p. 126  | EE2000 Book 2 and CDEE Teacher’s Manual – pp. 84, 89, 95, 101, 126[www.musictheory.net](http://www.musictheory.net) [www.teoria.com](http://www.teoria.com) 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.  | **Written Assessment:** EE 2 p. 8, #29EE 2 p. 11, #44Notate a rhythmic variation on the D Major scale, EE p. 18, #85**Special Written Exercise:**bass – EE 2 p. 12violin and bass- EE 2 p. 14viola and cello – EE 2 p. 15**Aural Observation:**Original rhythm raps modeled after EE 2 pp. 16, 17 - Teacher Manual pp. 107-116 **Transposition:**Perform favorite tunes in new keys. | Finale or SibeliusEE2000 Book 2  |
| **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 | Students will demonstrate the ability to compare and contrast works of the same genre or style. Students will demonstrate the ability to analyze a recorded work and describe how elements of music make the selection unique, interesting and expressive.  | 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, Pocket Trak or Bloggie and have them evaluate their own performances as compared to exemplary models. Place sample evaluations in your portfolio. | **Aural Assessment:** (individual and group listening skills)EE pp. 12, 13, 15 - Teacher Manual, pp. 84, 89, 101EE p. 14 - Teacher Manual p. 95EE p. 20 - Teacher Manual p. 126Play exercises at varying tempiCheck intonation with electronic tuner. | Workbook for Strings Book 1 by Forest EtlingEE Book 2 Teacher’s Manual pp. 95, 126 |
| Identify | Students will be able to identify a variety of uses and effectiveness of musical elements in rehearsal and performance literature. Students will compare and contrast works of the same genre or style.Place samples of student work in your portfolio. | **Aural/Visual Observation:**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**Large Group Assessment:** WTSBOA Orchestra Concert Festival - Rubrics on wtsboa.com**Small Group Assessment:** WTSBOA Solo & Ensemble Festival - Rubrics on wtsboa.com**Individual Assessment:** WTSBOA Solo & Ensemble Festival - Rubrics on wtsboa.com | Digital TunerEE2000 Book 2 and CD[**www.wtsboa.com**](http://www.wtsboa.com)concert festival and solo & ensemble festival rubrics. |
| **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 |
| Compare | 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. | **Visual Observation:** Student care of instrument during class**Aural Assessment:** Sing selected exercises with note names and/or solfege syllables.Sing *Oh! Susannah,* *Mockingbird*, and *Tom Dooley* (Lyrics inEE Teacher’s Manual, p. 288)**Aural observation:**Identification of a folk song’s origin Identification of a classical melody’s eraCompare and contrast examples of nationalistic music from different countries.**Connection:**Locate classical melodies used in our society as incidental music. | EE2000 Book 2EE2000 Book 2 Teacher’s Manual, p. 288[www.Wikipedia.org](http://www.Wikipedia.org)  |
| 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. | [**www.wikipedia.org**](http://www.wikipedia.org) |

| **QUARTER 4** |
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| **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. |
| Tone | Students will detect and repair minor maintenance issues with their own instrument. Students will employ characteristic tone within a group/individual performance as appropriate to selected instrumental genres.Demonstrate technical proficiency of posture, bowing, fingering, and articulation.Differentiate between correct and incorrect pitch and rhythm.Demonstrate and understand musicality through style, dynamic control, tempo variation, and phrase shaping.Sight-read, accurately, examples from various music genres.Perform from memory scales and arpeggios up to four sharps or four flats. | **Visual Observation:**Student care of instrument during ClassOral quizzes on EE “gold box” itemsBowing Skills Quiz Rubric - EE Teacher’s Manual, p.27Instrument Position and Left Hand Playing Skills Quiz Rubric - EE Teacher’s Manual, p.27**Written Assessment:**Unit 5 Quiz, p.109- Teacher’s Resource KitUnit 6 Quizzes, pp. 110, 111 - Teacher’s Resource KitMusic Fundamentals Final, pp. 114-116**Performance Assessment:**EE p.23, #104 and p. 25, #112 - Rubric in Teacher’s Manual, p. 28 EE p. 23 #107 - Rubric in Resource Kit, p. 124EE p. 28, #125 - Rubric in Teacher’s Manual, p. 28EE p.29, #129 and #131 - Rubric in Teacher’s Manual, p. 28 EE p. 29, #132 - Rubric in Resource Kit, p. 125Select from:pp. 30-38 - Adapt rubrics in Teacher’s Manual pp. 29-30**Large Group Assessment:** Spring Concert - Rubric In Resource Kit, p.128**Small Group Assessment:** Chamber Music - Adapt rubric in Resource Kit, p. 128**Individual Assessment:** Solos - Rubric in Resource Kit, p. 129 | EE Student Book II, pp. 22-47EE 2 Teacher Manual, pp. 138-283EE 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 1-6Word Wall – Use EE “gold box” itemsCD/DVD in EE Book 2 student bookDVD in EE Book 2 Teacher Resource KitPocketrak Audio recordingBloggie recorderSolo & Ensemble selectionsRepertoire Ex’s: “Frog and Toad,”by C. Gruselle, “The Bringer of Joy,” arr. by R. Phillippe“The Pink Panther,” arr. by J. CaponegroSheet music - selections TBD by Instructor (Very Easy, Easy, Medium Easy) |
| **Sing** | Demonstrate adequate vocal production in sight-singing selected intervals and melodies with pitch accuracy. | **Aural Assessment:** Sing selected exercises with note names and/or solfege syllables.Sing *For He’s a Jolly Good* *Fellow, Hatikvah,* *The Hanukkah* *Song*, *Kum Ba Yah, When the* *Saints Go Marchin’ In, America* *the Beautiful* - Lyrics inEE Teacher’s Manual, pp. 287- 288Sing *Row, Row, Row Your Boat* in unison and as a round.  | Lyrics in EE Teacher’s Manual, p. 288 |
| **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. |
| 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. | **Aural Assessment:** (individual and group listening skills – Call/Response)EE 2 p. 22 - Teacher Manual, pp. 138, 141EE 2 p. 24 - Teacher Manual p. 150  | Pocket TrakEE2000 Book 2 and CDBloggie |
| 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. | **Written Assessment:** EE 2 p. 25, #114Notation of original sight-readingExercise, modeled after EE 2 p. 38, #162-165EE 2 p. 46, #205-208**Aural Observation:**EE 2 p. 46, #204 | Finale or Sibelius**Special Written Exercise:**cello and bass – EE 2 Teacher’s Manual p. 149 |
| **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 | Identify, list and describe the use of musical elements, form, expressive devices and compositional techniques in printed literature using appropriate musical vocabulary/terminology.Analyze the form of a given musical example. | Word wall activities with current vocabulary**Aural Assessment:** (individual and group listening skills)EE pp. 22 - Teacher Manual, pp. 8138, 141EE p. 24 - Teacher Manual p. 150 *Listening for Dynamics*, EE Teacher’s Resource Kit, p. 112*Listening for Meter*, EE Teacher’s Resource Kit, p. 113Smart Music and Pocket Trak recordingsCheck intonation with electronic tuner. | EE2000 Book 2Microsoft WordWTSBOA rubricswtsboa.comPocket TrakBloggie |
| Evaluate | Describe the quality of a musical performance using selected criteria.Evaluate the quality and effectiveness of one’s own and another’s performance using selected criteria. |  | GaggletubeBloggieWTSBOA solo/ensemble judge’s sheet |
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| **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 | Compare ways in which the subject matter of other disciplines is interrelated with those of music.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 | Physical Science: Physical and acoustical properties of sound and musical tones; Tone production methods on various instruments, including the human voice and synthesized sound | Physical science teacher in your school.Art teacher in your school.Visit a recording studio. |
|  |  |  |  |
| Historical Connections | 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. | **Connection:**Locate folk songs and classical melodies used as patriotic music around the world.Identify a folk song’s origin or the era of a classical melody. Compare and contrast examples of nationalistic music from different countries. | Foreign language teachers in your school.Foreign Language: Origins of vocabulary and terminology in the discipline |