**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. | | | | |
| Vocabulary | | Analyze and Describe selected music examples using correct music vocabulary.  Identify terms common to music and visual art, theatre, and dance. | Selected Response (matching, multiple choice, T/F)  Short answer and sentence completion  Embedded assessment: Identification of symbolic artifacts tied to musical ideas/motives e.g., Mussorgsky/Ravel - Pictures at an Exhibition | **Books:**  Masters of Theory, Practical Theory workbook (or similar)  **Websites:**  <http://www.dolmetsch.com>  <http://www.musictechteacher.com> |
| Rhythm | | Demonstrate and apply correct pitch, intonation and rhythm performing a varied repertoire of music.  Analyze and execute knowledge of musical notation.  Implement correct notation in various applications. | On demand performance  Visual/Aural Observation  Demonstration  Rhythm and notation test- aural and written | **Books:**  A Rhythm a Week, Anne Witt  Essential Techniques / Essentials for Strings (Kjos)  Examples pulled from current music being studied  **Websites:**  [www.musictechteacher.com](http://www.musictechteacher.com) |
| Ear Training | | Demonstrate and apply correct pitch, intonation, and rhythm performing a varied repertoire of music.  Demonstrate and apply correct technique on one’s instrument performing a varied repertoire of music.  Perform scales on one’s instrument. | Aural assessment  Embedded assessment  Written music theory skills test(s) | **Books:**  Smart music  Essential Techniques / Essentials for Strings  **Websites:**  <http://www.musictheory.net/exercises>  <http://www.teoria.com>  <http://www.good-ear.com/> |
| Tone | | Produce a characteristic quality of sound performing a varied repertoire of music. | Audio recording  Self-assessment  Teacher observation | **Books:**  Harmonized Rhythms, Forque/Thornton & Anderson  Chorales-Essential Techniques & Essentials for Strings  Bach Chorales for Strings |
| Technique | | Demonstrate and apply correct technique on one’s instrument performing a varied repertoire of music.  Perform scales on one’s instrument.  Analyze and execute knowledge of musical notation. | Demonstration  Playing tests  On-demand performance  Embedded assessment  Oral Critique | **Books:**  Essential Techniques  Audition music for All-West Jr,  Sr. Orchestra auditions  Other ensemble auditions, e.g. Youth Symphony, GPAC Orchestra |
| Instrument Maintenance | | Demonstrate proper instrument care and maintenance. | Demonstration | **Books:**  Essential Elements Book 1 |
| Ensemble | | Demonstrate dynamic and tempo control and correct phrasing while performing.  Demonstrate ability to listen and perform as an effective member of an ensemble.  Sight-read at an appropriate experience level.  Compare and contrast various historical backgrounds and related music genres.  Compare and contrast various music genres and their relationship to or influence on culture(s). | On-demand performance  Aural assessment | **Books:**  Music selected from, but not limited to, Teaching Music Through Performance in Orchestra, Vols. 1-3  Teacher selected sheet music  Chamber music |
| Harmony | | Demonstrate and apply correct pitch, intonation, and rhythm performing a varied repertoire of music. | Aural assessment | **Books:**  Harmonized Rhythms For String Orchestra, Forque/Thornton & Anderson |
| Music Reading | | Demonstrate and apply correct pitch, intonation, and rhythm performing a varied repertoire of music.  Execute, correctly, the technical and musical aspects of sight-reading.  Analyze and execute knowledge of musical notation.  Implement correct notation in various applications. | Written music theory skills test(s)  On-demand performance  Embedded assessment  Rhythm and notation test – aural and written | **Books:**  Selected music for sight reading  **Websites:**  Smart Music  <http://www.good-ear.com/>  <http://www.sheetmusic1.com/EAR.TRAINING.HTML> |
| Vocalization | | Demonstrate, in unison, selected musical examples, rhythm patterns, and pitches. | Vocal demonstration of short, simple melodies. | **Websites:**  <http://neilhawes.com/sstheory/sitesing.htm>  <http://www.good-ear.com/>  <http://www.sheetmusic1.com/EAR.TRAINING.HTML> |
| **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. | | | | |
| Arrange / Compose | | Compose music demonstrating creativity in using the elements of music for expressive effect. | Create a short piece assimilating selected musical devices.  Students will use available technology to create and record compositions. | **Websites:**  [www.musescore.com](http://www.musescore.com)  Finale or Sibelius  [www.musictheory.net](http://www.musictheory.net) |
| Improvise | | Through a traditional ensemble, create a rhythmic or melodic improvised solo over given chord progression. | Improvise using different rhythmic variations | **Books:**  Alfred Jazz Play-Along Series  Jamey Aebersold play-along series  **Websites:**  www.jazzbooks.com ; www.jazzednet.org |
| Notate | | Implement correct notation in various applications. | Rhythm and notation test – aural and written | **Books:**  Masters of Theory, Practical Theory workbook (or similar)  White Board  Staff Paper-  **Websites:**  [www.musictheory.net](http://www.musictheory.net)  [www.dolmetsch.com](http://www.dolmetsch.com)  <http://www.teoria.com> |
| **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. | | | |
| Listen | | Analyze and describe teacher-selected listening examples using correct music vocabulary.  Analyze and describe teacher-selected listening examples demonstrating knowledge of compositional devices and techniques, which make it unique, interesting, and expressive. | Aural assessment  Fall Concert Selections  Critical listening as evidenced via written reflection  Peer group participation and assessment  \*Specific extended reading assignments that directly connect to the course content. | Music selected for Fall Concerts |
| Evaluate | | Use selected criteria to evaluate the intent and quality of a composition.  Use selected criteria to evaluate the quality and effectiveness of a live or recorded musical performance.  Use selected criteria to evaluate one’s own performance. | Define and discuss adjudication criteria.  Fall Concert  All West Solo, Scales, and Sight Reading Examples | **Websites:**  Free Rubric Creator  <http://rubistar.4teachers.org/>  All West Score Sheet  <http://www.wtsboa.com/> |
| **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 | | | |
| Style Characteristic forms | | Compare and contrast various music genres and their historical backgrounds, and appraise the historical contribution or significance of a given musical work.  Compare ways in which the principles and subject matter of other disciplines are interrelated with those of music. | Classroom discussion with verbal and written assessment  Open ended investigations (students select a problem and designs the research for addressing) | Recognize, interpret and identify different style characteristics in a recorded or live performance:   * Baroque: Fugue, Minuet and Trio * Classical: Sonata-allegro form   Foreign Language: Origins of vocabulary and terminology in the discipline.  **Websites:**  <http://www.teoria.com>  [www.dolmetsch.com](http://www.dolmetsch.com) |

| **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. | | | | |
| Vocabulary | | Analyze and Describe selected music examples using correct music vocabulary.  Identify terms common to music and visual art, theatre, and dance. | Selected Response (matching, multiple choice, T/F) as related to musical vocabulary being studied or that is found in the music they are performing.  Short answer and sentence completion  Embedded assessment | **Book:**  Masters of Theory, Practical Theory workbook (or similar)  **Websites:**  [www.dolmetsch.com](http://www.dolmetsch.com)  [www.musictechteacher.com](http://www.musictechteacher.com) |
| Rhythm | | Demonstrate and apply correct pitch, intonation, and rhythm performing a varied repertoire of music.  Analyze and execute knowledge of musical notation.  Implement correct notation in various applications. | On demand performance  Visual/Aural Observation  Demonstration  Rhythm and notation test- aural and written. | **Books:**  A Rhythm a Week, Anne Witt  EssentialTechniques / Essentials for Strings (Kjos)  Examples pulled from current music being studied.  **Website:**  [www.musictechteacher.com](http://www.musictechteacher.com) |
| Ear Training | | Produce musicality through style, dynamic control, tempo variation, and phrasing while performing a varied repertoire of music  Perform scales on one’s instrument.  Use selected criteria to evaluate the quality and effectiveness of a live or recorded musical performance. | Visual/Aural Observation  Demonstration  Audio/video recording  Written critique | **Book:**  Essential Techniques / Essentials for Strings  **Website:**  <http://www.musictheory.net/exercises>  <http://www.good-ear.com/>  <http://www.sheetmusic1.com/EAR.TRAINING.HTML>  Smart music |
| Tone | | Produce a characteristic quality of sound performing a varied repertoire of music.  Place sample student recordings in your portfolio. | Peer group participation and assessment  Class discussion/group critique  Self-assessment | Music Technology  via Pocketrak Audio Recording  Bloggie |
| Technique | | Demonstrate and apply correct technique on one’s instrument performing a varied repertoire of music.  Analyze and execute knowledge of musical notation. | Oral Critique  Playing tests  On-demand Performance | **Books:**  Essential Techniques / Essentials For Strings  Scale, Shifting, Vibrato studies  Audition Music for All-West Jr. and Sr. High Orchestra |
| Instrument Maintenance | | Demonstrate proper instrument care and maintenance. | Demonstration | Essential Elements 2000, book 1 |
| Harmony | | Demonstrate and apply correct pitch, intonation, and rhythm performing a varied repertoire of music. | Aural assessment | **Books:**  Harmonized Rhythms For String Orchestra, Forque/Thornton & Anderson  Bach Chorales for Strings |
| Ensemble | | Demonstrate dynamic and tempo control and correct phrasing while performing.  Demonstrate ability to listen and perform as an effective member of an ensemble.  Sight-read at an appropriate experience level. | Peer group participation and assessment  On-demand performance | **Books:**  Music selected from, but not limited to,Teaching Music Through Performance in Orchestra Vols. 1-3  Teacher selected sheet music  Chamber music |
| Music Reading | | Produce musicality through style, dynamic control, tempo variation, and phrasing while performing a varied repertoire of music.  Execute, correctly, the technical and musical aspects of sight-reading.  Analyze and execute knowledge of musical notation.  Implement correct notation in various applications. | On-demand performance  Embedded assessment  Rhythm and notation test – aural and written. | Selected music for sight reading  **Websites:**  Smart Music  <http://www.good-ear.com/>  <http://www.sheetmusic1.com/EAR.TRAINING.HTML> |
| Vocalization | | Demonstrate, in unison, selected musical examples, rhythm patterns, and pitches. | Vocal demonstration of short, simple melodies. | **Websites:**  <http://neilhawes.com/sstheory/sitesing.htm>  <http://www.good-ear.com/>  <http://www.sheetmusic1.com/EAR.TRAINING.HTML> |
| Improvisation/Composition | | Through a traditional ensemble, create a rhythmic or melodic improvised solo over a given chord progression.  Compose music demonstrating creativity in using the elements of music for expressive effect. | Audio recordings  Completed student compositions and projects | **Books:**  Alfred Jazz Play-Along Series  Play Alongs-Jamey Aebersold  **Websites:**  [www.jazzbooks.com](http://www.jazzbooks.com)  [www.jazzednet.org](http://www.jazzednet.org) |
| **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. | | | | |
| Arrange  Compose | | Compose a musical work with teacher-generated rhythmic, harmonic, melodic, and expressive parameters.  Implement correct notation in various applications. | Compose a short original piece using standard notation.  Portfolio collection  Performance event  Written and verbal assessment  Audio/video recording | **Books:**  Masters of Theory or Practical Theory or other workbook  **Websites:**  [www.musictheory.net](http://www.musictheory.net)  [www.sibelius.com](http://www.sibelius.com)  [www.musescore.net](http://www.musescore.net)  [www.finalemusic.com](http://www.finalemusic.com) |
| Improvise | | Improvise a rhythm or melody over a given chord progression. | Improvise using different rhythmic variations | **Books:**  Alfred Jazz Play-Along Series  Play Alongs-Jamey Aebersold  **Websites:**  [www.jazzbooks.com](http://www.jazzbooks.com)  [www.jazzednet.org](http://www.jazzednet.org) |
| Notate | | Compose music demonstrating creativity in using the elements of music for expressive effect.  Arrange music for his/her performing medium. | Use standard notation (either longhand or preferably music compositional software) to write down a short piece of music. | **Books:**  Masters of Theory or Practical Theory or other workbook  **Websites:**  [www.musictheory.net](http://www.musictheory.net)  [www.sibelius.com](http://www.sibelius.com)  [www.musescore.net](http://www.musescore.net)  [www.finale.com](http://www.musescore.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. | | | |
| Listen | | Analyze and describe teacher-selected listening examples using correct music vocabulary.  Analyze and describe teacher-selected listening examples demonstrating knowledge of compositional devices and techniques, which make it unique, interesting, and expressive.  . | Recognize, compare and contrast style characteristics:   * Medieval/Renaissance: Church modes * Baroque: Fugue, Minuet and Trio, terraced dynamics * Classical: Sonata-allegro form, rondo   Critique recorded or live performance, Interpret written and unwritten dynamics in good ensemble balance.  Compare and contrast stylistic playing of different ensembles: concerto grosso, large ensemble. | School Ensemble music  Holiday Concert Music  All-West Audition Excerpts  **Website:**  http://www.wikepedia.com |
| Evaluate | | Use selected criteria to evaluate the intent and quality of a composition.  Use selected criteria to evaluate the quality and effectiveness of a live or recorded musical performance.  Use selected criteria to evaluate one’s own performance. | Written critique of a live performance using specific guidelines  Oral Critique  Self assessment  Peer assessment | Pocket Trak Recorder or Bloggie  All-City music  Holiday Concert Music  All-West Audition Excerpts  **Websites:**  Free Rubric Creator  <http://rubistar.4teachers.org/>  All West Score Sheet  <http://www.wtsboa.com/> |
| **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 | | | | |
| Style Characteristic forms | | Illustrate how elements of music (e.g., color, balance, rhythm, texture) are used in similar and distinctive ways in other arts disciplines.  Compare ways in which other academic disciplines, including technology, are interrelated with music.  Compare and contrast various historical backgrounds and related music genres.  Compare and contrast various music genres and their relationship to or influence on culture(s). | Classroom discussion with verbal and written assessment  Open ended investigations (students select a problem and designs the research for addressing)  Specific extended reading assignments that directly connects to the course content. | Recognize, interpret and identify different style characteristics in a recorded or live performance:  **Websites:**  [www.dolmetsch.com](http://www.dolmetsch.com)  Gaggletube |

| **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. | | | |
| Vocabulary | | Analyze and Describe selected music examples using correct music vocabulary.  Identify terms common to music and visual art, theatre, and dance. | Selected Response (matching, multiple choice, T/F)  Short answer and sentence completion  Embedded assessment | Book:  Masters of Theory, Practical Theory workbook  Websites:  [www.dolmetsch.com](http://www.dolmetsch.com)  [www.musictechteacher.com](http://www.musictechteacher.com) |
| Rhythm | | Demonstrate and apply correct pitch, intonation, and rhythm performing a varied repertoire of music.  Implement correct notation in various applications. | Rhythm and notation test- aural and written | Examples pulled from current music being studied  **Books:**  A Rhythm a Week, Anne Witt  EssentialTechniques / Essentials for Strings (Kjos)  **Website:**  [www.musictechteacher.com](http://www.musictechteacher.com) |
| Ear Training | | Demonstrate and apply correct pitch, intonation, and rhythm performing a varied repertoire of music.  Improvise a rhythm or melody over a given chord progression.  Compare and contrast various historical backgrounds and related music genres. | Aural assessment  Embedded assessment  Written music theory skills test(s)  Peer assessment | Book:  Essential Techniques / Essentials for Strings  Websites:  <http://www.musictheory.net/exercises/>  <http://www.good-ear.com/>  <http://www.sheetmusic1.com/EAR.TRAINING.HTML>  Smart music |
| Pitch | | Demonstrate and apply correct technique on one’s instrument performing a varied repertoire of music.  Demonstrate and apply correct pitch, intonation, and rhythm performing a varied repertoire of music.  Perform scales on one’s instrument. | On-demand performance  Aural assessment  Performance test using available technology | **Book:**  Essential Techniques / Essentials for Strings  **Website:**  Smart Music |
| Technique | | Demonstrate and apply correct technique on one’s instrument performing a varied repertoire of music.  Demonstrate and apply correct pitch, intonation, and rhythm performing a varied repertoire of music.  Produce musicality through style, dynamic control, tempo variation, and phrasing while performing a varied repertoire of music. | Demonstration  Teacher observation  On-demand performance  Embedded assessments | **Book:**  Essential Technique / Advanced Techniques for Strings  Music selected for sight reading, Concert selections. |
| Instrument Maintenance | | Demonstrate proper instrument care and maintenance. | Demonstration/observation | **Book:**  Essentials for Strings book 1 |
| Ensemble | | Produce musicality through style, dynamic control, tempo variation, and phrasing while performing a varied repertoire of music. | Performance Event- Concert Festival  WTSBOA adjudication form  On-demand performance  Aural assessment | **Books:**  Music selected from, but not limited to, Teaching Music Through Performance in Orchestra, Vols. 1-3  Teacher selected sheet music  Chamber music |
| Harmony | | Demonstrate and apply correct pitch, intonation, and rhythm performing a varied repertoire of music.  Produce musicality through style, dynamic control, tempo variation, and phrasing while performing a varied repertoire of music. | Aural assessment  Oral critique | **Book:**  Harmonized Rhythms For String Orchestra, Forque/Thornton & Anderson  Bach Chorales for Strings |
| Music Reading | | Analyze and execute knowledge of musical notation.  Implement correct notation in various applications. | Written music theory skills test(s)  On-demand performance  Embedded assessment  Rhythm and notation test – aural and written | Selected Music for sight-reading,  Concert selections  **Website:**  Smart music |
| Vocalization | | Sing harmonies up to four parts with good tone and intonation. | On-demand performance  Aural assessment | Excerpts from sheet music  **Website:**  <http://thepracticeroom.net/two-part-sight-singing/two-part-levels-1-3/> |
| Improvisation/Composition | | Experiment with variations on a given melody.  Create a music arrangement for a specified medium. | Audio recording projects | Pocket trak recorder |
| **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. | | | |
| Arrange  Compose | | Create a music arrangement for a specified medium.  Implement correct notation in various applications. | Create a short piece assimilating selected musical devices.  Students will use available technology to create and record compositions | **Books:**  Masters of Theory or Practical Theory or other workbook  **Websites:**  [www.musictheory.net](http://www.musictheory.net)  [www.sibelius.com](http://www.sibelius.com)  www.finalemusic.com  [www.musescore.net](http://www.musescore.net) |
| Improvise | | Experiment with variations on a given melody.  Experiment with rhythmic or chordal accompaniments for a melody. | Improvise using different rhythmic variations | **Book:**  Play Alongs-Jamey Aebersold  **Websites:**  [www.jazzbooks.com](http://www.jazzbooks.com)  [www.jazzednet.org](http://www.jazzednet.org) |
| Notate | | Implement correct notation in various applications. | Use standard notation to write down short piece of music. | Websites:  Music Theory worksheets  [www.musictheory.net](http://www.musictheory.net)  [www.musescore.com](http://www.musescore.com)  [www.sibelius.com](http://www.sibelius.com) |
| **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. | | | |
| Listen | | Analyze and describe teacher-selected listening examples using correct music vocabulary.  Analyze and describe teacher-selected listening examples demonstrating knowledge of compositional devices and techniques, which make it unique, interesting, and expressive. | Recognize, compare and contrast style characteristics:   * Romantic * Baroque: Improvisation * Baroque and Classical turns * Classical: Minuet, Scherzo   Critique recorded or live performance  Interpret written and unwritten dynamics in good ensemble balance  Compare and contrast stylistic playing of different ensembles:   * Small ensemble * Large ensemble * Solo | Music for Winter Concert  Concert Festival Selections  Foreign Language: Origins of vocabulary and terminology in the discipline |
| Evaluate | | Use selected criteria to evaluate the intent and quality of a composition.  Use selected criteria to evaluate the quality and effectiveness of a live or recorded musical performance.  Use selected criteria to evaluate one’s own performance. | Use music terminology to identify, describe, analyze and evaluate specific components of music performed and heard.  Write a critique of a recorded or live performance using correct terminology to identify, describe, analyze and evaluate specific components of music performed and heard.  Evaluate personal performance  Define and discuss adjudication criteria | Pocketrak Recorder  Bloggie  Concert Festival selections  **Websites:**  Free Rubric Creator  <http://rubistar.4teachers.org/>  All West Score Sheet  <http://www.wtsboa.com/> |
| **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 | | | |
| Connect rhythm to math through counting and subdivisions  Connect the style periods through historical context | | Illustrate how elements of music (e.g., color, balance, rhythm, texture) are used in similar and distinctive ways in other arts disciplines.  Compare ways in which other academic disciplines, including technology, are interrelated with music. | Counting rhythms verbally  Specific extended reading assignments that directly connects to the course content | Mathematics: note and rest values as fractions of a whole. |

| **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. | | | |
| Vocabulary | | Analyze and Describe selected music examples using correct music vocabulary.  Identify terms common to music and visual art, theatre, and dance. | Selected Response (matching, multiple choice, T/F)  Short answer and sentence completion  Embedded assessment | Books:  Masters of Theory, Practical Theory workbook (or similar)  **Websites:**  [www.dolmetsch.com](http://www.dolmetsch.com)  [www.musictechteacher.com](http://www.musictechteacher.com) |
| Rhythm | | Demonstrate and apply correct technique on one’s instrument performing a varied repertoire of music.  Demonstrate and apply correct pitch, intonation, and rhythm performing a varied repertoire of music.  Produce musicality through style, dynamic control, tempo variation, and phrasing while performing a varied repertoire of music.  Implement correct notation in various applications. | Rhythm and notation test- aural and written | Examples pulled from current music being studied  **Books:**  A Rhythm a Week, Anne Witt  EssentialTechniques / Essentials for Strings (Kjos)  **Websites:**  [www.musictechteacher.com](http://www.musictechteacher.com) |
| Ear Training | | Demonstrate and apply correct pitch, intonation, and rhythm performing a varied repertoire of music.  Compare and contrast various historical backgrounds and related music genres.  Compare and contrast various music genres and their relationship to or influence on culture(s). | Aural assessment  Embedded assessment | **Books:**  Essential Techniques / Essentials for Strings  **Websites:**  <http://www.musictheory.net/exercises/>  <http://www.good-ear.com/>  <http://www.sheetmusic1.com/EAR.TRAINING.HTML>  Smart music |
| Pitch | | Demonstrate and apply correct technique on one’s instrument performing a varied repertoire of music.  Demonstrate and apply correct pitch, intonation, and rhythm performing a varied repertoire of music.  Perform scales on one’s instrument. | On-demand performance  Aural assessment  Performance test using available technology | Pocket trax recorder  **Book:**  Essential Techniques / Essentials for Strings  **Website:**  Smart music |
| Tone | | Produce a characteristic quality of sound performing a varied repertoire of music.  Produce musicality through style, dynamic control, tempo variation, and phrasing while performing a varied repertoire of music. | Aural assessment  Class discussion/group critique | **Books:**  Chorales from Essential Techniques  Bach Chorales for Strings |
| Technique | | Produce a characteristic quality of sound performing a varied repertoire of music.  Demonstrate and apply correct technique on one’s instrument performing a varied repertoire of music.  Demonstrate and apply correct pitch, intonation, and rhythm performing a varied repertoire of music.  Produce musicality through style, dynamic control, tempo variation, and phrasing while performing a varied repertoire of music. | Demonstration  On-Demand performance  Embedded assessment | **Book:**  Essential Techniques for Strings / Advanced Technique for Strings |
| Instrument Maintenance | | Demonstrate proper instrument care and maintenance | Demonstration/observation | Essential Elements 2000 Book 1 |
| Ensemble | | Produce musicality through style, dynamic control, tempo variation, and phrasing while performing a varied repertoire of music. | Performance Event- Solo and Ensemble Festival  On-demand performance  Aural assessment  Peer Assessment | **Book:**  Music selected from, but not limited to, Teaching Music Through Performance in Orchestra, Vols. 1-3  Solo and Ensemble Music  Concert selections |
| Harmony | | Demonstrate and apply correct pitch, intonation, and rhythm performing a varied repertoire of music.  Produce musicality through style, dynamic control, tempo variation, and phrasing while performing a varied repertoire of music. | Aural assessment  Oral critique  Embedded assessment | **Books:**  Harmonized Rhythms For String Orchestra, Forque/Thornton & Anderson  Bach Chorales for Strings |
| Music Reading | | Analyze and execute knowledge of musical notation.  Implement correct notation in various applications. | Written music theory skills test(s)  On-demand performance  Embedded assessment  Rhythm and notation test – aural and written | Selected Music for sight-reading,  Concert selections  **Website:**  Smart music |
| Vocalization | | Sing harmonies up to four parts with good tone and intonation. | On-demand performance  Aural assessment | Excerpts from sheet music  **Website:**  <http://thepracticeroom.net/two-part-sight-singing/two-part-levels-1-3/> |
| Improvisation/Composition  Musical devices  Different rhythmic variations  Jazz improvisation | | Experiment with rhythmic or chordal accompaniments for a melody.  Create a music arrangement for a specified medium. | Audio recording  Projects | Pocket trak recorder  Bloggie  **Books:**  Play Alongs-Jamey Aebersold  **Websites:**  [www.jazzbooks.com](http://www.jazzbooks.com)  [www.jazzednet.org](http://www.jazzednet.org)  [www.musescore.com](http://www.musescore.com) |
| **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. | | | |
| Arrange  Compose | | Compose a musical work with teacher-generated rhythmic, harmonic, melodic, and expressive parameters.  Create a music arrangement for a specified medium. | Create a short piece  assimilating selected musical devices.  Students will use available technology to create and record compositions. | **Books:**  Masters of Theory or Practical Theory or other workbook  **Websites:**  [www.musictheory.net](http://www.musictheory.net)  [www.sibelius.com](http://www.sibelius.com)  [www.musescore.net](http://www.musescore.net) |
| Improvise | | Experiment with variations on a given melody.  Experiment with rhythmic or chordal accompaniments for a melody. | Improvise using different rhythmic variations | Jazz Sheet Music  **Books:**  Play Alongs-Jamey Aebersold  **Websites:**  [www.jazzbooks.com](http://www.jazzbooks.com)  [www.menc.org/s/jazz](http://www.menc.org/s/jazz)  [www.jazzednet.org](http://www.jazzednet.org) |
| Notate | | Implement correct notation in various applications.  Create a music arrangement for a specified medium. | Use standard notation to write down short piece of music. | **Websites:**  Music Theory worksheets  [www.musictheory.net](http://www.musictheory.net)  [www.musescore.com](http://www.musescore.com)  [www.sibelius.com](http://www.sibelius.com) |
| **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. | | | |
| Listen | | Analyze and describe teacher-selected listening examples using correct music vocabulary.  Analyze and describe teacher-selected listening examples demonstrating knowledge of compositional devices and techniques, which make it unique, interesting, and expressive. | Spring Concert music  Solo and Ensemble Literature  On – demand performance  Critical listening as evidenced via written reflection  Recognize, compare and contrast style characteristics:   * 20th century devices * Jazz * Jazz improvisation * Swing   Compare and contrast stylistic playing of different ensembles:   * Small ensemble * Large ensemble, * Solo | End of Year Performances  **Website:**  <http://www.teoria.com> |
| Evaluate | | Use selected criteria to evaluate the intent and quality of a composition.  Use selected criteria to evaluate the quality and effectiveness of a live or recorded musical performance.  Use selected criteria to evaluate one’s own performance. | Music Preparation  Write a critique of a recorded or live performance using correct terminology to identify, describe, analyze and evaluate specific components of music performed and heard.  Evaluate personal performance  Define and discuss adjudication criteria  Aural assessment  Peer group participation and assessment  WTSBOA solo and ensemble adjudication form | **Websites:**  Free rubric creator  <http://rubistar.4teachers.org/>  All West Score Sheet  <http://www.wtsboa.com/> |
| **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 | | | |
| Style Characteristic forms | | Compare and contrast various historical backgrounds and related music genres.  Compare and contrast various music genres and their relationship to or influence on culture(s). | Classroom discussion with verbal and written assessment  Aural assessment  Exhibition Project | **Websites:**  <http://www.teoria.com>  [www.dolmetsch.com](http://www.dolmetsch.com) |
| Connect rhythm to math through counting and subdivisions.  Connect the style periods through historical context | | Illustrate how elements of music (e.g., color, balance, rhythm, texture) are used in similar and distinctive ways in other arts disciplines.  Compare ways in which other academic disciplines, including technology, are interrelated with music. | Counting rhythms verbally  Specific extended reading assignments that directly connects to the course content | Mathematics: note and rest values as fractions of a whole.  Foreign Language: Origins of vocabulary and terminology in the discipline |