
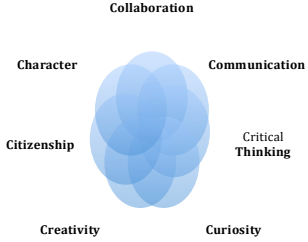


Content Area	Course: Year 3 Orchestra	Grade Level: Third Year
<p>Instrumental Music – Orchestra</p> 	<p>R14 The Seven Cs of Learning</p> 	
Unit Titles	Length of Unit	
<ul style="list-style-type: none"> Instrumental Development 	<ul style="list-style-type: none"> Ongoing 	
<ul style="list-style-type: none"> Rhythm 	<ul style="list-style-type: none"> Ongoing 	
<ul style="list-style-type: none"> Melody & Harmony 	<ul style="list-style-type: none"> Ongoing 	
<ul style="list-style-type: none"> Form 	<ul style="list-style-type: none"> Ongoing 	
<ul style="list-style-type: none"> Style and Expression 	<ul style="list-style-type: none"> Ongoing 	
<ul style="list-style-type: none"> Composing & Arranging 	<ul style="list-style-type: none"> 2-3 weeks 	
<ul style="list-style-type: none"> Improvisation 	<ul style="list-style-type: none"> Ongoing 	
<ul style="list-style-type: none"> Performance Technique & Etiquette 	<ul style="list-style-type: none"> Ongoing 	



Strands	Course Level Expectations*
Create	<ul style="list-style-type: none"> • The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. • Musicians can generate creative ideas, make creative decisions, and know when to share. • Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. • Musicians' presentation of creative work is the culmination of a process of creation and communication
Perform	<ul style="list-style-type: none"> • Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. • Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. • Performers make interpretive decisions based on their understanding of context and expressive intent. • To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. • Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response. • Response to music is informed by analyzing context (social, cultural and historical) and how creators and performers manipulate the elements of music
Respond	<ul style="list-style-type: none"> • Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. • The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.
Connecting	<ul style="list-style-type: none"> • Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. • Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

*Expectations span Grades K-8 and are based on the National Coalition Core for Art Standards

This page is left intentionally blank.

Unit Title	Instrumental Development	Length of Unit	Ongoing
-------------------	---------------------------------	-----------------------	---------

Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How does understanding the structure and context of musical works inform performance? • When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response? • What musical skills need to be developed in order to become a musical listener and participant?
Standards*	<p>Perform: <i>Analyze:</i> MU:Pr4.2.E.5a, <i>Present:</i> MU:Pr6.1.E.5a</p>
Unit Strands & Concepts	<ul style="list-style-type: none"> • Instrument care and maintenance, • Proper sound production, posture, finger & bow placement, • Time signatures and music symbols
Key Vocabulary	<p>time signature (meter), bar line, measure, ledger line, staff, treble, alto, or bass clef, final bar line, repeat sign, common time, 2/4 time, warm-up, and double bar, retake</p> <p>The knowledge of the following vocabulary is based on student’s instrument choice: strings, scroll, pegs, peg box, nut, fingerboard, neck, upper bout, “c” bout, “f” hole, bridge, sound post, fine tuners, tailpiece chinrest, end button, endpin, rosin, shoulder rest, parts of the bow (ie, tip, stick, bow hair, winding, adjusting scroll, ferrule, and frog), guitar position, shoulder position, shifting, 1st position, 3rd position</p>

*Standards based on National Coalition for Core Art Standards

For more information visit: <https://nafme.org/wp-content/files/2014/06/1-Core-Music-Standards-PreK-81.pdf>

Unit Title	Instrumental Development	Length of Unit	Ongoing
-------------------	--------------------------	-----------------------	---------

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • proper care and maintenance of their instrument • fingerings as related to student's instrument • appropriate posture related to student's instrument • G, D, and A major key signature 	<ul style="list-style-type: none"> • analyze creators' context and how they manipulate elements of music provides insight into their intent and informs performance. • demonstrate proper bow technique • demonstrate accurate posture, hand, and finger placement • perform G, D, and A major scales in whole notes, half notes, quarter notes, and eighth notes • identify and demonstrate g string notes in relation to elementary finger pattern of whole steps and half steps • identify and demonstrate e string notes in relation to elementary finger patterns of whole steps and half steps • perform musical examples on their instruments in key signatures and time signatures commonly found at the elementary level • identify parts of the instrument • demonstrate proper assembly, care, and maintenance of their instrument • apply a controlled bow pressure resulting in an even tone across the different strings.

Assessments:	Parts of the Instrument Assessment, Music Symbol Assessment, Teacher Observation, Regular performance tasks, formative assessment of skill development in rehearsal and lessons
Teacher Resources:	Essential Elements for Strings Book 1 - Michael Allen, Robert Gillespie, Pamela Tellejohn Hayes. Arrangements by John Higgins

Unit Title	Rhythm	Length of Unit	Ongoing
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How do performers select repertoire? • How does understanding the structure and context of musical works inform performance? • How do we discern the musical creators' and performers' expressive intent? • How can students read and understand a piece of music? 		
Standards	<p>Perform: <i>Select:</i> MU:Pr4.1.E.5a, <i>Analyze:</i> MU:Pr4.2.E.5a</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • rhythm literacy, • rhythm in simple duple meter, • dotted rhythms 		
Key Vocabulary	eighth note, quarter note, half note, whole note and corresponding rests, bar line, measure, time signature, sight reading, dot, dotted half note, pick up note, pick up measure, dotted quarter note, metronome		

Unit Title	Rhythm	Length of Unit	Ongoing
-------------------	--------	-----------------------	---------

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> rhythmic combinations including whole notes & rests, half notes & rests, quarter notes & rests, eighth notes the following time signatures: 4/4, C 2/4, 3/4 	<ul style="list-style-type: none"> select repertoire based on performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance analyze creator's context and how they manipulate elements of music by providing insight into their intent and informing performance provide clues to their expressive intent through their use of elements and structures of music. analyze, perform, and enumerate Level 2 rhythms in 4/4 and 3/4 accurately perform and enumerate the following rhythmic notes and their corresponding rests: whole, half, dotted half and quarter in 4/4, 3/4 and 2/4 visually and aurally identify the following notes and their corresponding rests: whole, half, and quarter explain the value of a dot next to a note

Assessments:	<ul style="list-style-type: none"> Rhythm worksheets, teacher observation of student performance around rhythm, formative assessments
Teacher Resources:	Essential Elements for Strings Book 1 - Michael Allen, Robert Gillespie, Pamela Tellejohn Hayes. Arrangements by John Higgins Sight Reading Factory

Unit Title	Melody & Harmony	Length of Unit	Ongoing
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How do performers select repertoire? • How does understanding the structure and context of musical works inform performance? • How do we discern the musical creators' and performers' expressive intent? • How can students read and understand a piece of music? 		
Standards	<p>Perform: <i>Select:</i> MU:Pr4.1.E.5a, <i>Analyze:</i> MU:Pr4.2.E.5a Respond: <i>Interpret:</i> MU:Re8.1.E.5a</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • melody vs. harmony, • solfege, phrasing, • sight-singing and sight reading 		
Key Vocabulary	sharp, natural, duet, harmony, unison, key signature, interval, octave, musical phrase, accidental, courtesy accidental		

Unit Title	Melody & Harmony	Length of Unit	Ongoing
-------------------	-----------------------------	-----------------------	---------

Critical Content: My students will Know...		Key Skills: My students will be able to (Do)...	
<ul style="list-style-type: none"> • melodic vs. harmonic passages • the characteristics of melodic contour within typical elementary repertoire • common chord progressions found in elementary repertoire • dissonance vs. consonance • solfege syllables that align with the notes learned on the instrument 	<ul style="list-style-type: none"> • select repertoire based on performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance. • analyze creator's context and how they manipulate elements of music by providing insight into their intent and informing performance • provide clues to their expressive intent through their use of elements and structures of music • analyze melodic vs. harmonic lines in their music • analyze and perform simple harmonic lines using I IV, and V chords • sing melodies using solfege syllables in major • identify and demonstrate the appropriate fingerings for notes of the staff • interpret musical notation and translate into instrumental performance 		

Assessments:	<ul style="list-style-type: none"> • Performance assessments of solo and ensemble repertoire, formative assessments,
Teacher Resources:	Essential Elements for Strings Book 1 - Michael Allen, Robert Gillespie, Pamela Tellejohn Hayes. Arrangements by John Higgins Sigh Readin Factory

Unit Title	Form	Length of Unit	Ongoing
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How do performers interpret musical works? • How do individuals choose music to experience? • How do we discern the musical creators' and performers' expressive intent? 		
Standards	<p>Preform: <i>Interpret:</i> MU:Pr4.3.E.5a</p> <p>Respond <i>Select:</i> MU:Re7.1.E.5a, <i>Analyze:</i> MU:Re7.2.E.5a, <i>Interpret:</i> MU:Re8.1.E.5a</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Musical Form, • Musical Endings 		
Key Vocabulary	round / canon, AB (binary), ABA (Ternary), Rondo, Theme & Variation, 1st and 2nd Endings, DC al Fine, DS al Fine		

Unit Title	Form	Length of Unit	Ongoing
-------------------	------	-----------------------	---------

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music • creators and performers provide clues to expressive intent through the use of elements and structures of music • common forms such as AB (Binary), ABA (ternary), Rondo, and Theme and Variation 	<ul style="list-style-type: none"> • make interpretive decisions based on their understanding of context and expressive intent • select musical works that is influenced by their interests, experiences, understandings, and purposes • provide clues to their expressive intent through the use of elements and structures of music • analyze the form of typical elementary repertoire and professional performances

Assessments:	<ul style="list-style-type: none"> • Teacher observation, formative assessments
Teacher Resources:	Essential Elements for Strings Book 1 - Michael Allen, Robert Gillespie, Pamela Tellejohn Hayes. Arrangements by John Higgins Sight Reading Factory Professional Recordings

Unit Title	Style & Expression	Length of Unit	Ongoing
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How do performers interpret musical works? • When is a performance judged ready to present? how do context and the manner in which musical work is presented influence an audience response? • How do individuals choose music to experience? • How do we discern the musical creators' and performers' expressive intent? 		
Standards	<p>Perform: <i>Interpret:</i> MU:Pr4.3.E.5a, <i>Present:</i> MU:Pr6.1.E.5a Respond: <i>Select:</i> MU:Re7.1.E.5a, <i>Analyze:</i> MU:Re7.2.E.5a, <i>Interpret:</i> MU:Re8.1.E.5a</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Dynamics, • Articulation, • Phrasing • 		
Key Vocabulary	<p>articulation, accent, phrase, fermata, dynamics, forte, piano, crescendo, decrescendo, tempo markings, legato, andante, allegro, mezzo forte, mezzo piano, style markings, largo, waltz, staccato, slur</p>		

Unit Title	Styl & Expression	Length of Unit	Ongoing
-------------------	-------------------	-----------------------	---------

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music • the following articulation markings: accents, slurs, staccato, legato, hooked bowings • the following dynamics: piano, mezzopiano, mezzoforte, forte, crescendo, decrescendo • the following music symbols: fermata 	<ul style="list-style-type: none"> • make interpretive decisions based on their understanding of context and expressive intent • select musical works based on interests, experiences, understandings and purposes • provide clues to their expressive intent through the use of elements and structures of music • perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context • attach each note in a detached passage with a straight, continuous bow stroke. • connect each note in a slurred passage using straight, continuous bow stroke • aurally and visually distinguish between detached and slurred passages

Assessments:	<ul style="list-style-type: none"> • Formative assessment, student performance, student self-assessment
Teacher Resources:	Essential Elements for Strings Book 1 - Michael Allen, Robert Gillespie, Pamela Tellejohn Hayes. Arrangements by John Higgins Sigh Readin Factory

Unit Title	Composing & Arranging	Length of Unit	Ongoing
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How do musicians generate creative ideas? • How do musicians make creative decisions? • How do musicians improve the quality of their creative work? 		
Standards	<p>Create: <i>Imagine:</i> MU:Cr1.1.E.5a, <i>Plan and Make:</i> MU:Cr1.2.E.a <i>Evaluate & Refine:</i> MU:Cr3.1E.5a</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Rhythmic Composition, • Melodic Composition 		
Key Vocabulary	compose, composer, arranger, notation, recording, repeat		

Unit Title	Composing & Arranging	Length of Unit	Ongoing
-------------------	----------------------------------	-----------------------	---------

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> the creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources musicians creative choices are influenced by their expertise, context, and expressive intent notation elements necessary for successful musical composition 	<ul style="list-style-type: none"> evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria create an original piece of music that can be repeated and preserved either in notation or in a sound recording apply concepts of composition procedures including the development of musical ideas compose an 8-12 measure composition for their instrument

Assessments:	<ul style="list-style-type: none"> Original Composition Project
Teacher Resources:	Essential Elements for Strings Book 1 - Michael Allen, Robert Gillespie, Pamela Tellejohn Hayes. Arrangements by John Higgins

Unit Title	Improvisation	Length of Unit	Ongoing
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How do musicians generate creative ideas? • How do musicians make creative decisions? • How do musicians improve the quality of their creative work? • When is creative work ready to share? 		
Standards	<p>Music Standards: Create: <i>Imagine:</i> MU:Cr.1.1.E.5a, <i>Plan and Make:</i> MU:Cr2.1.E.5a <i>Evaluate & Refine:</i> MU:Cr3.1.E.5a, <i>Present:</i> MU:Cr3.2.E.5a</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • What is Improvisation? 		
Key Vocabulary	Improvisation, I-V chord progression		

Unit Title	Improvisation	Length of Unit	2-3 Weeks
-------------------	----------------------	-----------------------	-----------

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> the creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources musicians creative choices are influenced by their expertise, context, and expressive intent musicians presentation of creative work is the culmination of a process of creation and communication 	<ul style="list-style-type: none"> evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria present creative work as the culmination of a process of creation and communication create and perform spontaneously or in-the-moment, based on guidelines provided by the instructor analyze melodic concepts improvise over a simple I-IV-V chord progression

Assessments:	<ul style="list-style-type: none"> Student improvisation performance in all known keys at this level
Teacher Resources:	Essential Elements for Strings Book 1 - Michael Allen, Robert Gillespie, Pamela Tellejohn Hayes. Arrangements by John Higgins

Unit Title	Performance Etiquette	Length of Unit	Ongoing
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How do musicians improve the quality of their performance? • When is a performance judged ready to present? • How do context and the manner in which musical work is presented influence audience response? • How do we discern the musical creators' and performers' expressive intent? • How do we judge the quality of musical work(s) and performance(s)? 		
Standards	<p>Preform: <i>Rehearse, Evaluate & Refine:</i> MU:Pr5.1.E.5a, <i>Present:</i> MU:Pr6.1.E.5a</p> <p>Respond: <i>Interpret:</i> MU:Re8.1.E.5a, <i>Evaluate:</i> MU:R9.1.E.5a</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Audience Etiquette, • Performance Etiquette, • Performance Reflection 		
Key Vocabulary	rehearsal marks (numbers or letters), audience, conductor, stage, curtain, pit orchestra, stage right, stage left, bow, performance reflection, balance, blend		

Unit Title	Performance Etiquette	Length of Unit	Ongoing
Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...		
<ul style="list-style-type: none"> • what appropriate audience and performer behavior looks and sounds like • appropriate times to applaud during a performance • appropriate times to exit the performance hall during a performance 	<ul style="list-style-type: none"> • express their musical ideas through analyzing, evaluating and refining their performance over time through openness to new ideas, persistence, and the application of appropriate criteria • judge performance based on criteria that vary across time, place and cultures. This context and how a work is presented influence the audience response • provide clues to their expressive intent through the use of elements and structures of music • evaluate personal work and performances by analysis, interpretation and established criteria • apply individual instrumental skills and techniques to a varied repertoire of ensemble, method book and supplemental literature • distinguish between and perform various musical styles (genres) • demonstrate appropriate audience and performer etiquette for all performances both in class and for a live audience • apply the principle of teamwork and cooperation to achieve a common goal in the ensemble setting • evaluate and identify strengths and weaknesses student's own performances and of the ensemble • develop ensemble skills including following the conductor, balancing/blending within the ensemble with attention to intonation • demonstrate and discuss sequential and appropriate warm up, tuning and practice techniques. 		
Assessments:	<ul style="list-style-type: none"> • Student Performance, Student Created Performance Rubric, Performance Self-Reflection 		
Teacher Resources:	Essential Elements for Strings Book 1 - Michael Allen, Robert Gillespie, Pamela Tellejohn Hayes. Arrangements by John Higgins, Professional Recordings		