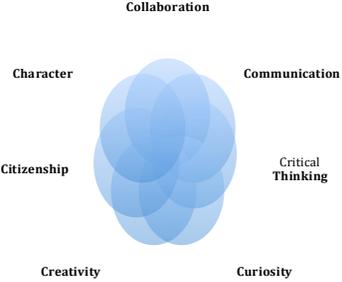


Content Area	Course: Small Ensemble	Grade Level: First Year (7th/8th)
<p>Instrumental Music Elective</p> 	<p>R14 The Seven Cs of Learning</p> 	
Unit Titles	Length of Unit	
<ul style="list-style-type: none"> • Solos 	<ul style="list-style-type: none"> • 3-4 weeks 	
<ul style="list-style-type: none"> • Duets 	<ul style="list-style-type: none"> • 3 weeks 	
<ul style="list-style-type: none"> • Small Ensembles 	<ul style="list-style-type: none"> • 3-4 weeks 	



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 PK-8 and are based on the National Coalition Core for Art Standards

Unit Title	Solos	Length of Unit	3-4 weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How do performers select repertoire? • How do performers interpret musical works? • How do musicians improve the quality of their performance? • When is a performance judged ready to present? • How do individuals choose music to experience? • How do musicians generate creative ideas? 		
Standards*	<p>Perform: <i>Select:</i> MU:Pr4.1.E.8a <i>Interpret:</i> MU:Pr4.3.E.8a, <i>Rehearse, Evaluate, and Refine:</i> MU:Pr5.1.E.8a <i>Present:</i> MU:Pr6.1.E.8a, <i>Select:</i> MU:Pr7.1.E.8a</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Selecting appropriate repertoire, • Body preparation, mental preparation, practice techniques, expression, • Musical progression, • Performance readiness, performance practices, • Working through performance anxiety 		
Key Vocabulary	<p>composer, arranger, transcribe, posture, playing position, breathing, focus, self-reflection, feedback, articulations, dynamics, style, tempo markings, time signature, counting in, announcing, bowing, accompanist</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	Solos	Length of Unit	3-4 weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • appropriate posture related to their instrument, sitting or standing • rhythms including: whole note, half note, quarter note, eighth note, sixteenth note, dotted quarter note, dotted eighth note and combinations of these rhythms • symbols related to articulation as related to their instrument • rhythms including: whole rest, half rest, quarter rest, eighth rest and combinations of these rhythms • the various stylistic considerations for music based on its genre and/or time period 	<ul style="list-style-type: none"> • Identify their own current playing level • Self-reflect about their playing • Collaborate, practice, and perform with different peers • Give effective feedback to peers • Demonstrate techniques that ease performance anxiety • Show intentional focus and prepare self before performing

Assessments:	<ul style="list-style-type: none"> • Performance tasks, in-school and community performances, written assessment, self-reflection, peer feedback
Teacher Resources:	various solo books based on student's interests and needs www.jwpepper.com , www.musicnotes.com , www.noteflight.com

Unit Title	Duets	Length of Unit	3 weeks
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How do performers interpret musical works? • How do musicians improve the quality of their performance? • When is a performance judged ready to present? • How do individuals choose music to experience? • How do musicians generate creative ideas? 		
Standards	<p>Perform: <i>Interpret:</i> MU:Pr4.3.E.8a, <i>Rehearse, Evaluate, and Refine:</i> MU:Pr5.1.E.8a <i>Present:</i> MU:Pr6.1.E.8a, <i>Present:</i> MU:Pr6.1.E.8b <i>Select:</i> MU:Pr7.1.E.8a</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Communication, • Beginning/ending a piece, • Practice techniques with others, • Musical progression, • Performance practices 		
Key Vocabulary	eye contact, establish tempo, body gesture, time signature, counting in, cutting off, matching articulation, matching dynamics, matching style, melody, harmony		

Unit Title	Duets	Length of Unit	3 weeks
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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> appropriate tuning procedures for their instrument 	<ul style="list-style-type: none"> Communicate with their duet partner verbally and non-verbally Properly count off based on the time signature of a piece Use a body gesture to signal the start and end of a piece Collaborate with duet partner by discussing and matching articulations, dynamics, and style of a piece

Assessments:	<ul style="list-style-type: none"> Performance tasks, performances at school and in the community, written assessment, self-reflection, peer feedback
Teacher Resources:	various duet books based on students' interests and needs www.jwpepper.com , www.musicnotes.com , www.noteflight.com ,

Unit Title	Small Ensembles	Length of Unit	3-4 weeks
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Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How do performers interpret musical works? • How do musicians improve the quality of their performance? • When is a performance judged ready to present? • How do individuals choose music to experience? • How do musicians generate creative ideas?
Standards	<p>Perform: <i>Interpret:</i> MU:Pr4.3.E.8a <i>Rehearse, Evaluate, and Refine:</i> MU:Pr5.1.E.8a, <i>Present:</i> MU:Pr6.1.E.8a <i>Present:</i> MU:Pr6.1.E.8b, <i>Select:</i> MU:Pr7.1.E.8a</p>
Unit Strands & Concepts	<ul style="list-style-type: none"> • communication, • beginning/ending a piece, • practice techniques with others, • musical progression, • performance practices
Key Vocabulary	eye contact, establish tempo, body gesture, time signature, counting in, cutting off, matching articulation, matching dynamics, matching style, melody, harmony, counter melody

Unit Title	Small Ensembles	Length of Unit	3-4 weeks
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> appropriate tuning procedures for their instrument 	<ul style="list-style-type: none"> Communicate with their partners verbally and non-verbally Properly count off based on the time signature of a piece Use a body gesture to signal the start and end of a piece Collaborate with partners by discussing and matching articulations, dynamics, and style of a piece

Assessments:	<ul style="list-style-type: none"> Performance tasks, performances at school and in the community, written assessment, self-reflection, peer feedback
Teacher Resources:	various ensemble books based on students' interests and needs www.jwpepper.com , www.musicnotes.com , www.noteflight.com ,