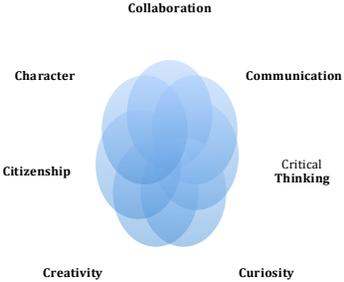


Content Area	Course: Small Ensemble	Grade Level: Second Year (8th)
<p data-bbox="157 456 541 488">Instrumental Music Elective</p> 	<p data-bbox="1031 456 1430 488">R14 The Seven Cs of Learning</p> 	
Unit Titles		Length of Unit
<ul data-bbox="205 964 331 992" style="list-style-type: none"> • Solos 		<ul data-bbox="1073 964 1234 992" style="list-style-type: none"> • 2 weeks
<ul data-bbox="205 1018 583 1045" style="list-style-type: none"> • Duets/Small Ensembles 		<ul data-bbox="1073 1018 1234 1045" style="list-style-type: none"> • 4 weeks
<ul data-bbox="205 1071 541 1099" style="list-style-type: none"> • Composition Project 		<ul data-bbox="1073 1071 1234 1099" style="list-style-type: none"> • 2 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	2 weeks
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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	composer, arranger, transcribe, posture, playing position, breathing, focus, self-reflection, feedback, articulations, dynamics, style, tempo markings, time signature, counting in, announcing, bowing, accompanist

*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	2 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/Small Ensembles	Length of Unit	4 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, countermelody		

Unit Title	Duets/Small Ensembles	Length of Unit	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 • 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"> • Communicate with their partner(s) 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 • Discuss, practice and demonstrate matched articulations, dynamics, and style of a piece

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

Unit Title	Composition Project	Length of Unit	2 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>Create: <i>Imagine:</i> MU:Cr1.1.E.8a, <i>Plan and Make:</i> MU:Cr2.1.E.8a <i>Evaluate & Refine:</i> MU:Cr3.1.E.8a, <i>Present:</i> MU:Cr3.2.E.8a</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • rhythmic composition, • melodic composition 		
Key Vocabulary	composer, arranger, transcribe, notation, melody, harmony, countermelody, time signature, key signature, clef, dynamics, articulations, tempo markings, staves		

Unit Title	Composition Project	Length of Unit	2 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"> 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 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 a 16 or more measure composition, alone or with a partner, for their instrument or small ensemble with appropriate clef, meter, key signature, tempo and style including articulations and dynamics

Assessments:	<ul style="list-style-type: none"> Composition Project
Teacher Resources:	<p>Sound Innovations for Concert Band Book 2- Robert Sheldon, Peter Boonshaft, Dave Black, and Bob Phillips</p> <p>Essential Elements Book 2 for Strings</p> <p>www.jwpepper.com, www.musicnotes.com, www.noteflight.com</p>