



Music Curriculum

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Mission Statement of the Winnetka Music Program

Students will acquire a lifelong interest in and appreciation of music through active exploration, engagement, and reflection.

Goal Statements

The goal of the Music program in the Winnetka Public Schools is that all our students will...

Cultivate an open mind and an understanding of music from a variety of cultures, genres, and time periods.

Experience a variety of performance experiences, creating opportunities to collaborate with peers, take risks, and reflect upon the process of creating music together.

Engage in the creative process, enabling them to express ideas, sounds, images, and feelings in multiple ways.

Be equipped with fundamental musical skills so they develop the ability to make sense of and engage in music they will encounter throughout their lives.

Be inspired to develop and cultivate a lifelong interest and appreciation of music as a creator, performer, or listener.

Overarching Essential Questions and Enduring Understandings

Overarching Strands (Big Ideas) Definition:

Music and Culture: (Ritual, Tradition, Context, Composition, Roles and Identities)

Music is an art that pervades all cultures and gives voice to the people of those cultures. Students will explore and understand the unique role music plays in a multitude of societies and contexts, both past and present. Students will also discover the many roles individuals may have in the production, performance, and appreciation of music.

Creating and Sharing: (Composing, Improvising, Singing, Playing, Moving)

The creation and performance of music for others gives voice to an individual. Students will have opportunities to create and share music with others in a variety of performance and classroom settings.

Fundamental Skills: (Notation, Form, Structure, Technique, Rhythmic and Aural Perception, Performing)

The ability to actively listen to, perform, and understand music requires a specific skill set unique to the musical experience. In a variety of classroom settings, students will experience, use, and identify skills integral to their growth as a musician, performer, and active listener.

Listening and Observing: (Critical Evaluation, Reflection, Identification, Analysis, Response, Etiquette)

Listening to and observing music is a creative act influenced by a strong knowledge of musical skills, an understanding of cultural and historical background, and a rich personal experience in music. Students will acquire the tools necessary to critically understand, interpret, and respond to the music they listen to and perform.

Overarching Essential Questions and Enduring Understandings

Strand 1: Music and Culture		
K – 8 Program Strands & National Music Curriculum Standards	K – 8 Program Enduring Understandings	K – 8 Program Essential Questions
<p>Content Standard 1: Singing, alone and with others, a varied repertoire of music.</p> <p>Content Standard 2: Performing on instruments, alone and with others, a varied repertoire of music.</p> <p>Content Standard 3: Improvising melodies, variations, and accompaniments.</p> <p>Content Standard 4: Composing and arranging music Within specified guidelines</p> <p>Content Standard 6: Listening to, analyzing, and describing music.</p> <p>Content Standard 7: Evaluating music and music performance.</p> <p>Content Standard 8: Understanding relationships between music, the other arts, and disciplines outside the arts</p> <p>Content Standard 9: Understanding music in relation to history and culture.</p>	<ul style="list-style-type: none"> - Music connects individuals within and across cultures. - Music and history are intertwined. - Music is a unique form of expression that reflects and gives voice to a culture. 	<ul style="list-style-type: none"> - What do we learn from playing music of different cultures and different time periods? - Is music a universal language or does it only have elements that are universally shared? - Do all cultures have music and if so, why? - Why is music considered an art?

Overarching Essential Questions and Enduring Understandings

Strand 2: Creating & Sharing		
K – 8 Program Strands & National Music Curriculum Standards	K – 8 Program Enduring Understandings	K – 8 Program Essential Questions
<p>Content Standard 1: Singing, alone and with others, a varied repertoire of music.</p> <p>Content Standard 2: Performing on instruments, alone and with others, a varied repertoire of music.</p> <p>Content Standard 3: Improvising melodies, variations, and accompaniments.</p> <p>Content Standard 4: Composing and arranging music Within specified guidelines</p> <p>Content Standard 5: Reading and notating music.</p> <p>Content Standard 7: Evaluating music and music performance.</p>	<ul style="list-style-type: none"> - Music is a pathway to individual creativity and expression. - Music is a means of expression that can elicit a response and/or connect us. - Creativity is enhanced by technical knowledge and grounded in personal experience. 	<ul style="list-style-type: none"> - What does quality singing or instrument playing look, sound, and feel like? - What inspires me? What is the best way to show this idea? - Why do people have different interpretations of the same piece of music? - What is my role as a performer?

Overarching Essential Questions and Enduring Understandings

Strand 3: Fundamental Skills		
K – 8 Program Strands & National Music Curriculum Standards	K – 8 Program Enduring Understandings	K – 8 Program Essential Questions
<p>Content Standard 1: Singing, alone and with others, a varied repertoire of music.</p> <p>Content Standard 2: Performing on instruments, alone and with others, a varied repertoire of music.</p> <p>Content Standard 3: Improvising melodies, variations, and accompaniments.</p> <p>Content Standard 4: Composing and arranging music Within specified guidelines</p> <p>Content Standard 5: Reading and notating music.</p> <p>Content Standard 6: Listening to, analyzing, and describing music.</p>	<ul style="list-style-type: none"> - Musical proficiency enriches and informs the experience of composers, performers and audience members. - Musical notation preserves musical ideas. - Musical knowledge partners with physical development. 	<ul style="list-style-type: none"> - How can we save our musical ideas for future use? - What are the limitations of musical notation and is it necessary? - What is the relationship between the way music looks and sounds? - How do I use the tools and techniques I have to produce the sound I want? - When I experience a new piece of music can I determine everything a composer wanted to tell me?

Overarching Essential Questions and Enduring Understandings

Strand 4: Listening & Observing		
K – 8 Program Strands & National Music Curriculum Standards	K – 8 Program Enduring Understandings	K – 8 Program Essential Questions
<p>Content Standard 6: Listening to, analyzing, and describing music.</p> <p>Content Standard 7: Evaluating music and music performance.</p> <p>Content Standard 8: Understanding relationships between music, the other arts, and disciplines outside the arts</p> <p>Content Standard 9: Understanding music in relation to history and culture.</p>	<ul style="list-style-type: none"> - Engaged listening is a physical, mental, and emotional experience. - Listening is a creative act related to yet separate from being a performer. - The interpretation and evaluation of music is influenced by knowledge, cultural background, and personal experience. - There are social conventions surrounding musical performances. 	<ul style="list-style-type: none"> - How can I determine if a performance was effective? - How can I explain what kinds of music I like? - What does quality music look and sound like and is there ‘bad’ music? - What constitutes an excellent audience member? - How does knowing the context of a piece effect how I listen to it?

Areas for Music Assessment 2012-13

A musician at any level uses self, peer, and expert assessment to inform their work. In an educational setting, it is important that parts of this learning process can be shared outside of the classroom. To support this communication, it is our intent to investigate the best possible tools currently available. We plan to explore a variety of authentic tools and approaches including competency, benchmark, and portfolio assessments. Our inquiry will begin by looking at the Comprehensive Musicianship Project, the NAEP Arts Education Framework Project, and current best practice in digital portfolio development. We will be looking at developing an assessment plan during the 2012-13 school year that best reflects the curricular objectives of each department.

GENERAL MUSIC GRADE LEVEL UNITS

Title: Composing/Creating Level: Grade K General Music

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
<i>Creating and Sharing Fundamental Skills Listening and Observing</i>	How do we create new music? What is this process called? What are some decisions we have to make when composing music?		
Students will Know ...	Students will Understand that...	Students will demonstrate the ability to Do the following...	
K1: Classroom instruments can be used to create small compositions. K2: Most compositions have a beginning and an end. K3: Composition can happen alone, in groups, or with the entire class.	U1: Composition is a creative process that provides the opportunity for students to work together, listen to one another, and to reflect on their work. U2: Composition can be used to tell a story musically, or to bring a story to life.	D1: Use classroom instruments to create simple and short rhythmic accompaniments. D2: Work alone or in small groups to create short compositions that have a beginning and an end.	

National Standard 3: Improvising melodies, variations, and accompaniments

National Standard 4: Composing and arranging music within specified guidelines

National Standard 7: Evaluating music and music performances

National Standard 8: Understanding relationships between music, the other arts, and disciplines outside the arts

Title: Composing/Creating Level: Grade 1 General Music

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
<p><i>Creating and Sharing Fundamental Skills Listening and Observing</i></p>	<p>Why is it important to know what instruments we are going to use in our compositions? How can we save our compositions for future use? How is composing similar to writing a story?</p>		
Students will Know ...	Students will Understand that...	Students will demonstrate the ability to Do the following...	
<p>K1: Classroom instruments can be purposefully selected and used to create small compositions. K2: Compositions can be preserved and remembered using musical notation. K3: Compositions can have a middle in addition to a beginning and an ending. K4: A person who writes music is called a "composer" K5: Terms: -Introduction -"A" section -"B" section -Ending</p>	<p>U1: Composition is a process that has many steps. U2: Music can be composed to musically tell and perform a story. U3: Musical accompaniments can be composed to enhance songs we already know. U4: Skills learned in music can be used in our compositions. U5: Music that is created can be remembered by representation in a written form.</p>	<p>D1: Compose short pieces and accompaniments to songs alone and in groups by using and, in some cases, purposefully selecting classroom instruments. D2: Compose accompaniments and small pieces inspired by stories. D3: Experiment with written notation by transcribing their compositions using stick or invented notation. D4: Perform compositions for a classroom audience and reflect on their work. D5: Apply skills learned in compositions (i.e. rhythm, form, and melody).</p>	

National Standard 3: Improvising melodies, variations, and accompaniments

National Standard 4: Composing and arranging music within specified guidelines

National Standard 7: Evaluating music and music performances

National Standard 8: Understanding relationships between music, the other arts, and disciplines outside the arts

Title: Composing/Creating Level: Grade 2 General Music

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
<i>Creating and Sharing Fundamental Skills Listening and Observing</i>	How can improvisation help and be used in our compositions? How can other musicians play our compositions? How do composers choose instruments to express ideas? Why do composers choose specific instruments in their compositions?		
Students will Know...	Students will Understand that...	Students will demonstrate the ability to Do the following...	
K1: How to select a variety of instruments to create small compositions. K2: Different ways of improvising. K3: Beginning ways of showing musical notation. K4: Form in composition may include: -Beginning, Middle, End -ABA, AB, ABACA K5: Terms: -Improvisation -ABA, AB, Rondo form -Timbre (of classroom instruments)	U1: Composition is a multi-step process that requires an initial idea, trying out different musical ideas, practice, and reflection. U2: Compositions can be organized in many different ways. U3: Improvisation is a tool used to invent and develop musical ideas for our compositions. U4: Music that is created can be remembered by musical notation.	D1: Compose and improvise more sophisticated pieces and accompaniments alone and in groups. D2: Combine tone colors to create original compositions. D3: Transcribe compositions using western and invented notation. D4: Use improvisation as a tool to musically experiment and to develop ideas for composition. D5: Use and apply an increasing number of skills learned in rhythm, form, and melody in compositions. D6: Listen to and begin to analyze compositions created by peers.	

National Standard 3: Improvising melodies, variations, and accompaniments

National Standard 4: Composing and arranging music within specified guidelines

National Standard 7: Evaluating music and music performances

National Standard 8: Understanding relationships between music, the other arts, and disciplines outside the arts

Title: Composing/Creating Level: Grade 3 General Music

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
<i>Creating and Sharing Fundamental Skills Listening and Observing</i>	How does composition allow us to express ourselves? Is there only one correct way to compose? How do famous composers write their works? How is what they do similar to what I do in class?		
Students will Know...	Students will Understand that...	Students will demonstrate the ability to Do the following...	
K1: An increasing number of musical choices need to be made when composing alone and in groups. K2: More advanced means of notation. K3: Form in composition may include: -Verse, Refrain -Theme & Variation -First & Second Ending K4: Terms: -Texture -Tempo -Dynamics -Tonality	U1: Compositions can be organized in an increasingly diverse amount of ways. U2: Instruments in our compositions do not all have to play the same musical line but may be layered in different ways. U3: Composition can express ideas and feelings.	D1: Compose larger pieces and improvise more complex rhythmic and melodic accompaniments alone and in groups. D2: Show and share compositions with others by notating, as best they can, their compositions. D3: Compose pieces that contain more than one musical line. D4: Continue to use and apply an increasing number of skills learned in rhythm, form, and melody in compositions. D5: Reflect on peers' improvisations and compositions.	

National Standard 3: Improvising melodies, variations, and accompaniments

National Standard 4: Composing and arranging music within specified guidelines

National Standard 7: Evaluating music and music performances

National Standard 8: Understanding relationships between music, the other arts, and disciplines outside the arts

Title: Composing/Creating Level: Grade 4 General Music

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
<i>Creating and Sharing Fundamental Skills Listening and Observing</i>	How have our compositions grown from when we started to compose in first grade? What decisions do composers make in their creative process? How I can I continue to grow as a composer?		
Students will Know...	Students will Understand that...	Students will demonstrate the ability to Do the following...	
K1: An increasing number of musical choices need to be made when composing alone and in groups. K2: All classroom instruments, how they sound, and how they may be used in a composition. K3: Form in composition may also include: <ul style="list-style-type: none"> - Bridge - Coda K4: Terms: <ul style="list-style-type: none"> - Harmony - Interlude 	U1: Compositions can be organized in an increasingly diverse amount of ways. U2: Instruments can play a melody or a harmony part. U3: All fundamental skills learned in K-4 in music can be utilized in our compositions.	D1: Compose larger pieces and accompaniments. D2: Improvise more complex accompaniments alone and in groups. D3: Refine the notation of compositions so that others might understand and perform it. D4: Use and knowingly apply all fundamental skills (i.e., rhythm, form, and melody) in compositions.	

National Standard 3: Improvising melodies, variations, and accompaniments

National Standard 4: Composing and arranging music within specified guidelines

National Standard 7: Evaluating music and music performances

National Standard 8: Understanding relationships between music, the other arts, and disciplines outside the arts

Title: Composing/Creating**Level: Grade 5****General Music**

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
<i>Creating and Sharing Fundamental Skills Listening and Observing Music and Culture</i>	What choices can I make when composing a piece of music? What makes some compositions sound like they are from a particular time period or place? How does musical composition relate to, respond to, and support other art forms?		
Students will Know...	Students will Understand that...	Students will demonstrate the ability to Do the following...	
K1: Fundamental characteristics of instruments with which to create music. K2: Techniques to investigate optimal uses of found objects as alternative instruments. K3: Compositional guidelines to be used when creating music in a particular style and for a particular purpose [i.e. Music from another culture to accompany choreographed movement]. K4: Rhythm patterns that can be combined in a variety of ways in a rhythm composition.	U1: Compositional choices have a direct impact on the mood and dramatic feeling of a piece of music. U2: When composing music to accompany dancers and assist in telling a story, many factors must be taken into consideration [i.e. plot, action, characters]. U3: Compositions may require revisions based upon self/peer/teacher reflection and input. U4: Traditional musical compositions in most cultures follow certain guidelines that create a particular and unique sound. By identifying and following those guidelines, new compositions can be made to create a similar sound.	D1: Explore, improvise, and ultimately compose, music using a wide variety of instruments inspired by sounds, dramatic ideas or cultural traditions. D2: Create original compositions using guidelines established by identifying characteristics and qualities of a particular kind of music. D3: Respond to reflective thinking generated by sharing compositions. D4: Revise compositions in response to the needs of those impacted by it (i.e., dancers need a slower tempo to perform their choreography as intended). D5: Create an original rhythm composition inspired by a repertoire of rhythm patterns.	

National Standard 3: Improvising melodies, variations, and accompaniments

National Standard 4: Composing and arranging music within specified guidelines

National Standard 7: Evaluating music and music performances

National Standard 8: Understanding relationships between music, the other arts, and disciplines outside the arts

National Standard 9: Understanding music in relation to history and culture

Title: Composing/Creating**Level: Grade 6****General Music**

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
<i>Creating and Sharing Fundamental Skills Listening and Observing Music and Culture</i>	How do the choices I make as a composer/creator impact the product I create? How do structural forms impact musical style?		
Students will Know ...	Students will Understand that...	Students will demonstrate the ability to Do the following...	
K1: Unique characteristics of blues songs -AAB form -rhyming at the end of each line -slow tempo -sad or defiant mood -blues harmonic progression K2: Piano fingerings for root position harmony chords I, IV, V and vi as triads and arpeggios. K3: Effective strategies for working with others on a shared product. K4: What quality resources are available to inform their knowledge of the most popular current performers.	U1: Blues songs have unique and specific characteristics that can be utilized when composing original blues songs. U2: Harmony chords can be combined in specific ways to make progressions that accompany melodies. U3: Collaborating with fellow learners can be both challenging and rewarding. U4: Trends of popular music at any given time reflect the values of consumers during that time.	D1: Write lyrics for a blues song. D2: Create original compositions using harmony chords I, IV, V and vi as triads and/or arpeggios. D3: Work alone and with others to make informed decisions that will lead to a quality composition/creation. D4: Create a podcast about current popular music and musicians, using Garage Band, to serve as a learning resource for future music students.	

National Standard 3: Improvising melodies, variations, and accompaniments

National Standard 4: Composing and arranging music within specified guidelines

National Standard 7: Evaluating music and music performances

National Standard 9: Understanding music in relation to history and culture

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
<i>Creating and Sharing Fundamental Skills Listening and Observing</i>	Are there specific compositional techniques I can utilize in order to make my composition sound good? Is there a method behind improvisation? If so, what is it?		
Students will Know...	Students will Understand that...	Students will demonstrate the ability to Do the following...	
K1: The notes that are found in each major and minor key. K2: How chords are built in major and minor keys. K3: How composers write melodies that complement harmony parts, and vice versa.	U1: Melody and harmony parts are directly related to each other by the notes utilized in each part. U2: A complete composition can use some or all of the following: melody, harmony, form, dynamics, instrumentation and rhythm. U3: Improvisation is a skill involving specific techniques that need to be cultivated. U4: Successful improvisation requires an understanding of timing, the relationship between melody and harmonic progressions, and a willingness to take risks.	D1: Compose short instrumental pieces in various major and minor keys that include both a melody and a harmony part, individually and in groups. D2: Compose songs using chord symbols and standard notation, individually and in groups. D3: Harmonize pre-existing melodies using Roman numerals and fake symbols. D4: Improvise rhythmically and melodically over various chord progressions in various major and minor keys.	

National Standard 3: Improvising melodies, variations, and accompaniments

National Standard 4: Composing and arranging music within specified guidelines

National Standard 5: Reading and notating music

National Standard 7: Evaluating music and music performances

National Standard 8: Understanding relationships between music, the other arts, and disciplines outside the arts

Title: Listening**Level: Grade K****General Music**

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
<i>Listening and Observing</i> <i>Creating and Sharing</i> <i>Fundamental Skills</i>	What makes instruments sound different from each other? Does all music sound the same? Why?		
Students will Know...	Students will Understand that...	Students will demonstrate the ability to Do the following...	
K1: Each instrument has its own unique sound. K2: "Longer is lower" – big instruments sound lower than small instruments. K3: Music has recognizable differences. K4: Sounds can be made by scraping, tapping, and/or shaking instruments.	U1: The materials that instruments are made of produce special sounds. U2: Music sounds in many different ways. U3: Sounds are produced by vibrations.	D1: Listen to instruments that are shaken, scraped, or tapped. D2: Listen to instruments that are made of wood, metal, and skins. D3: Identify classroom percussion instruments without visual cues. D4: Feel the vibrations produced by various instruments. D5: Move in a way that is reflective of the music.	

National Standard 6: Listening to, analyzing, and describing music

Title: Listening**Level: Grade 1****General Music**

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
<i>Listening and Observing</i> <i>Creating and Sharing</i> <i>Fundamental Skills</i>	Why are instrument sounds different from each other? How can you tell one piece of music from another?		
Students will Know ...	Students will Understand that...	Students will demonstrate the ability to Do the following...	
K1: An instruments sound is determined by its size, material and the manner in which it is played. K2: Instruments are organized into groups called families. K3: Music has contrasting elements (i.e., high/low, fast/slow, short/long). K4: Music is organized into parts that are the same and parts that are different.	U1: Sounds are determined by the manner in which an object is played. U2: Groups of instruments work together to create a piece of music. U3: Music has contrasting elements for specific reasons.	D1: Improvise on various instruments, experimenting with different ways in which sounds can be created. D2: Describe what is heard in a piece of music. D3: Indicate, through movement, when changes in music are heard.	

National Standard 3: Improvising melodies, variations, and accompaniments

National Standard 6: Listening to, analyzing, and describing music

Title: Listening**Level: Grade 2****General Music**

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
<i>Listening and Observing Creating and Sharing Fundamental Skills</i>	Why do composers choose specific instruments in their compositions? What helps you as a listener to know when something in the music has changed?		
Students will Know ...	Students will Understand that...	Students will demonstrate the ability to Do the following...	
K1: Instruments can be combined to create unique colors of sound. K2: Sound is produced differently in each family of instruments. K3: Music can be organized into different sections. K4: There are a variety of musical elements that make up music (i.e., melody, harmony, rhythm, form, dynamics, tempo, timbre).	U1: Musical elements are thoughtfully combined and can be identified in a piece of music. U2: Composers are careful listeners and make conscious decisions that guide the audience through a musical experience.	D1: Identify some of the primary instruments that are heard in a piece of music. D2: Physically move differently to contrasting sections of the music (i.e. AB, verse/chorus). D3: Describe in non-musical terms the elements of the music heard in a piece of music.	

National Standard 6: Listening to, analyzing, and describing music

National Standard 7: Evaluating music and music performances

National Standard 9: Understanding music in relation to history and culture

Title: Listening**Level: Grade 3****General Music**

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
Music and Culture Listening and Observing Creating and Sharing Fundamental Skills	How can elements of music affect how you are feeling? What is the relationship between written words and elements of music in a composition?		
Students will Know...	Students will Understand that...	Students will demonstrate the ability to Do the following...	
K1: The unique sounds that individual instruments make. K2: There are a variety of common forms used in compositions (i.e., AB, ABA, ABC, verse/refrain, rondo). K3: Terms: - Melody - Harmony - Rhythm - Form - Dynamics - Tempo - Timbre	U1: Each composer has a unique strategy in choosing instruments for a piece of music. U2: Composers use a variety of formulas to organize music. U3: There is a connection between music, culture and history.	D1: Describe an expanded array of instruments heard in a piece of music individually or simultaneously. D2: Identify the musical form of a piece. D3: Demonstrate an understanding of musical form when singing, playing and listening. D4: Describe in musical terms the elements of music being heard. D5: Listen to music from different cultures and time periods.	

National Standard 1: Singing, alone and with others, a varied repertoire of music

National Standard 2: Performing on instruments, alone and with others, a varied repertoire of music

National Standard 6: Listening to, analyzing, and describing music

National Standard 9: Understanding music in relation to history and culture

Title: Listening**Level: Grade 4****General Music**

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
Music and Culture Listening and Observing Creating and Sharing Fundamental Skills	What instruments would you use if you were writing a song about _____? What does it mean to be a good music listener?		
Students will Know ...	Students will Understand that...	Students will demonstrate the ability to Do the following...	
K1: The four families of instruments and the unique ways in which they are played. K2: The appropriate ways to listen and respond as a good audience member. K3: Musical vocabulary to describe what is heard in a piece of music. K4: The names of several pieces of music from major time periods and their composers.	U1: Each composer has his/her own unique strategy in choosing instruments, creating form and constructing a piece of music. U2: There are identifiable characteristics about music from different time periods and cultures. U3: Being an active listener and supportive audience member is an important component to being a well-rounded musician.	D1: Identify more sophisticated musical forms. D2: Demonstrate appropriate audience behavior. D3: Identify a variety of instruments heard simultaneously. D4: Use extended music vocabulary to describe a piece of music. D5: Listen to and identify several pieces of music by major composers. D6: Listen to and reflect upon ones own performance.	

National Standard 6: Listening to, analyzing, and describing music

National Standard 7: Evaluating music and music performances

National Standard 9: Understanding music in relation to history and culture

Title: Listening**Level: Grade 5****General Music**

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
Music and Culture Listening and Observing	What constitutes being an excellent audience member? How will listening to recordings of my performances improve me as a musician?		
Students will Know ...	Students will Understand that...	Students will demonstrate the ability to Do the following...	
K1: Unique sounds of traditional, non-traditional and unconventional instruments. K2: Identifiable qualities and structures within traditional music both within and beyond our own culture (i.e., form, repetition). K3: Strategies for being a supportive and engaged listener and audience member.	U1: By listening to, analyzing and reflecting upon performances (either live or recorded), musical understanding can be enhanced. U2: Future performances can be improved upon by first listening to, analyzing and reflecting upon a previous performance. U3: Being a supportive and engaged audience member is a vital ingredient to a successful performance and listening experience.	D1: Encourage fellow classmates by being an active listener when in the audience. D2: Listen to recordings of their own rehearsals and reflect upon what they hear. D3: Make informed decisions about how to improve a musical learning experience based on what has been heard. D4: Listen to the performances of others and clearly articulate the listening experience.	

National Standard 1: Singing, alone and with others, a varied repertoire of music

National Standard 2: Performing on instruments, alone and with others, a varied repertoire of music

National Standard 6: Listening to, analyzing, and describing music

National Standard 7: Evaluating music and music performances

National Standard 9: Understanding music in relation to history and culture

Title: Listening**Level: Grade 6****General Music**

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
Music and Culture Listening and Observing	What separates one style of music from another? What constitutes being a good music listener?		
Students will Know ...	Students will Understand that...	Students will demonstrate the ability to Do the following...	
K1: Unique and identifiable qualities of each instrument. K2: How instruments are used in unique combinations and ways within each style of music. K3: Strategies for critical listening. K4: Unique characteristics for a variety of popular music styles (20 th century-present).	U1: Music can be differentiated into styles based on unique characteristics associated with each style. U2: Music has a special relationship to history and culture. U3: Musicians use a variety of interpretive means to create their own unique version of a piece of music.	D1: Listen to a variety of repertoire representing genres found in American popular music (20 th century-present). D2: Identify unique musical qualities and uses of instruments within a song that exemplify a specific style/genre of music. D3: Analyze differences in recorded music from different time periods made using different recording equipment. D4: Compare/contrast qualities found in two interpretations of a particular piece.	

National Standard 1: Singing, alone and with others, a varied repertoire of music

National Standard 2: Performing on instruments, alone and with others, a varied repertoire of music

National Standard 6: Listening to, analyzing, and describing music

National Standard 7: Evaluating music and music performances

National Standard 9: Understanding music in relation to history and culture

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
Music and Culture Listening and Observing	What are the similarities and differences between the music I'm familiar with and music of other cultures? How has music changed over the last 1500 years? How are popular music and classical music similar/different? What makes a piece of music a classic that will live on? Why are some composers remembered hundreds of years after they lived while others are forgotten?		
Students will Know ...	Students will Understand that...	Students will demonstrate the ability to Do the following...	
K1: The timbre of each instrument of the orchestra. K2: The auditory differences among keys and chords of various qualities. K3: The characteristics of the music of each era of Western classical music. K4: The characteristics of different genres of popular music. K5: How Western music is related to music of other cultures.	U1: There are similarities between all genres of music, regardless of time period. U2: Modern music has developed based on all of the music that has come before it. U3: Pieces of music can have different purposes (i.e., music for dancing, entertainment, expression, storytelling).	D1: Identify the degrees of the major scale upon hearing them. D2: Identify the music of various composers/time periods/cultures by ear. D3: Identify different instruments by ear in a variety of contexts. D4: Place various pieces of music into genres after hearing them. D5: Listen to high quality pieces of music by famous classical composers as well as contemporary artists, spanning a wide range of genres and time periods. D6: Listen to, watch, and critique a variety of musical performances.	

National Standard 6: Listening to, analyzing, and describing music

National Standard 7: Evaluating music and music performances

National Standard 9: Understanding music in relation to history and culture

Title: Playing**Level: Grade K****General Music**

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
<i>Fundamental Skills Creating and Sharing</i>	How do we use instruments to make music? Why do some instruments sound different than others?		
Students will Know...	Students will Understand that...	Students will demonstrate the ability to Do the following...	
K1: Proper technique for holding and playing simple classroom percussion instruments. K2: Instruments can be used to accompany singing or played alone. K3: Instruments can be used to play a steady beat or rhythmic patterns.	U1: Instruments have a musical quality different than singing. U2: Instruments can be used to express musical ideas.	D1: Play instruments keeping a steady beat. D2: Play instruments as an accompaniment to their singing. D3: Use instruments to echo rhythm patterns and to create their own patterns.	

National Standard 2: Performing on instruments, alone and with others, a varied repertoire of music

National Standard 3: Improvising melodies, variations, and accompaniments

Title: Playing**Level: Grade 1****General Music**

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
<i>Fundamental Skills Creating and Sharing Listening and Observing</i>	How do we decide what instruments to use in an accompaniment? How do we decide what rhythms to play as an accompaniment? How do we use instruments to express musical ideas?		
Students will Know...	Students will Understand that...	Students will demonstrate the ability to Do the following...	
K1: The names of basic classroom percussion instruments. K2: The proper way to hold and play an expanded variety of classroom instruments. K3: An accompaniment is different than a melody.	U1: Instrumental accompaniments add a unique quality to a song that is sung. U2: Playing a musical instrument requires a simultaneous knowledge of how to play the instrument and the ability to listen.	D1: Choose the correct instrument by name when asked. D2: Demonstrate how to properly play basic classroom instruments. D3: Play rhythmic and melodic patterns by rote and non-staff notation. D4: Play an accompaniment that is different than the melody. D5: Create and improvise rhythmic and melodic patterns on instruments.	

National Standard 2: Performing on instruments, alone and with others, a varied repertoire of music

National Standard 3: Improvising melodies, variations, and accompaniments

Title: Playing**Level: Grade 2****General Music**

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
<i>Fundamental Skills Creating and Sharing Listening and Observing</i>	How do instruments make their unique sounds? How do we play instruments expressively?		
Students will Know...	Students will Understand that...	Students will demonstrate the ability to Do the following...	
K1: How instruments make their sounds. K2: Instruments can be played expressively. K3: The proper way to play most melody and rhythm classroom instruments. K4: Percussion instruments can play rhythms using beginning notation and icons.	U1: Instrumental sounds are made by vibrations, which can be created in many different ways. U2: The way in which an instrument is played affects the expressiveness of the music.	D1: Make simple instruments based on knowledge of how traditional instruments make their sound. D2: Select and play instruments sensitive to tempo, dynamics, mood, and form. D3: Create and play simple accompaniments on melody and rhythm instruments.	

National Standard 2: Performing on instruments, alone and with others, a varied repertoire of music

National Standard 3: Improvising melodies, variations, and accompaniments

Title: Playing**Level: Grade 3****General Music**

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
<i>Fundamental Skills Creating and Sharing Listening and Observing</i>	How does musical knowledge impact playing an instrument? Why do some instruments sound better together? Is it easier to improvise with some scales than with others?		
Students will Know...	Students will Understand that...	Students will demonstrate the ability to Do the following...	
K1: Instrumental accompaniments may include introductions, ostinatos, and more complicated patterns. K2: The timbre of most classroom instruments. K3: Major, minor and pentatonic scales can be used to improvise melodies.	U1: A knowledge of musical elements increases the ease by which one can play an instrument. U2: The choice of instruments affects the overall expressive qualities of an accompaniment.	D1: Play more difficult accompaniments on melody and rhythm instruments. D2: Identify the timbre of most classroom instruments. D3: Develop awareness of scale structures by experimenting on melody instruments. D4: Play rhythmic and melodic patterns by notation and letter name. D5: Create ostinatos, accompaniments, improvisations and simple compositions using melody and rhythm instruments.	

National Standard 2: Performing on instruments, alone and with others, a varied repertoire of music

National Standard 3: Improvising melodies, variations, and accompaniments

Title: Playing**Level: Grade 4****General Music**

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
Fundamental Skills Creating and Sharing Listening and Observing	How do I make the recorder sound the way I want it to? How do I adapt my playing to fit its purpose (i.e., solo, ensemble, accompaniment)? What do I need to know in order to learn a new instrument?		
Students will Know ...	Students will Understand that...	Students will demonstrate the ability to Do the following...	
K1: The basic skills of playing a soprano recorder -Breath -Posture -Fingering -Tonguing K2: How to properly play most classroom instruments whether reading, creating or improvising. K3: The different qualities between playing/creating an accompaniment and playing/creating an instrumental piece.	U1: Playing an instrument requires both physical technique and a knowledge of musical elements. U2: Playing an instrument can be a creative expression different than singing.	D1: Demonstrate the basic skills of playing the soprano recorder. D2: Play more difficult accompaniments on melody and rhythm instruments. D3: Create introductions, ostinatos and other accompaniments on rhythm and melody instruments. D4: Improvise on the soprano recorder and other classroom instruments.	

National Standard 2: Performing on instruments, alone and with others, a varied repertoire of music

National Standard 3: Improvising melodies, variations, and accompaniments

Title: Playing Level: Grade 5 General Music

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
Fundamental Skills Creating and Sharing	What is my role as someone playing an instrument and as a performer? How does what I do as a musician impact what actors and dancers do when we are working together? What can I learn about playing instruments from another culture by working with a musician from that culture?		
Students will Know...	Students will Understand that...	Students will demonstrate the ability to Do the following...	
K1: Basic mechanics of how instruments are played -How sound is generated -How to manipulate the possible sounds -Use of breath or means of striking something -Holding positions -Care and maintenance K2: Strategies of preparation prior to a performance. K3: Internal and external factors (i.e., illness, distraction, mistakes, instrument failure) that can impact performance experiences and a collection of strategies to use when faced with these factors.	U1: Cultural informants [artists in residence] can inspire and teach us about unique traditions, music and instruments from their culture. U2: Preparation prior to performing is beneficial to, and has a direct correlation to, the success of a performance. U3: Physical and logistical factors can impact how a performer plays which in turn impacts the people being played for.	D1: Use a variety of instruments both familiar and initially unfamiliar for improvisation, composition and performing. D2: Practice in preparation for a performance in a manner that optimizes its potential for success. D3: Learn about traditions, music and instruments from a culture other than our own from a cultural informant. And display new knowledge through the ability to use what has been taught. D4: Develop an increased physical self-awareness when playing an instrument and self-monitor maintaining a steady tempo amidst physical factors.	

National Standard 2: Performing on instruments, alone and with others, a varied repertoire of music

National Standard 3: Improvising melodies, variations, and accompaniments

National Standard 8: Understanding relationships between music, the other arts, and disciplines outside the arts

National Standard 9: Understanding music in relation to history and culture

Title: Playing**Level: Grade 6****General Music**

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
<i>Fundamental Skills Creating and Sharing</i>	What constitutes an outstanding performance? How does what I do as a musician impact the other musicians I am playing with?		
Students will Know...	Students will Understand that...	Students will demonstrate the ability to Do the following...	
K1: Harmony chord progressions using I, ii, IV, V and vi on the electric keyboard in C Major as triads and arpeggios. K2: How to accompany a singer by playing harmony chords. K3: Effective ways to animate musical sounds and phrases through physical movement and body percussion. K4: Qualities of an outstanding performance.	U1: Coordination of tempo is vital to successful accompanying of a singer. U2: The same harmony chords can be combined in a variety of ways to serve as accompaniment for many songs. U3: The body can be a musical instrument that can be played.	D1: Play harmony chords alone and/or with a group while singing a melody. D2: Play music on electric keyboards with a variety of synthesized sounds with/without background rhythms. D3: Perform original compositions using harmony chords I, IV, V and vi. D4: Animate musical sounds and phrases through physical movement and body percussion. D5: Demonstrate the qualities of an outstanding performance.	

National Standard 2: Performing on instruments, alone and with others, a varied repertoire of music

National Standard 3: Improvising melodies, variations, and accompaniments

National Standard 9: Understanding music in relation to history and culture

Title: Playing**Level: Grade 7/8****General Music**

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
<i>Fundamental Skills Creating and Sharing</i>	How are sounds produced on the guitar and piano? How does my playing technique affect the sound that will be produced? What are the elements of a strong instrumental performance?		
Students will Know...	Students will Understand that...	Students will demonstrate the ability to Do the following...	
K1: Proper maintenance, playing technique, and general knowledge of keyboard, guitar and classroom instruments. K2: The names of the notes of the treble and bass clef staves and that they combine to form the grand staff. K3: The definition of tablature and how the notation system works. K4: The construction of a variety of scales.	U1: The timbre of an instrument can often determine the context in which the instrument will be played. U2: By manipulating an instrument's keys, strings, etc., one changes the physical qualities of the instrument, thereby producing different notes and effects.	D1: Play on the guitar using good technique, including playing: -Melody and harmony parts in 2-3 part music -Simple chord progressions -Popular music, folk songs, and classical pieces in major and minor keys, written in standard notation and guitar tablature -Melodies improvised by the student D2: Play on the piano using good technique: -Pieces and chord progressions in C, G and F position -Music written on the Grand Staff -Melodies improvised by the student	

National Standard 2: Performing on instruments, alone and with others, a varied repertoire of music

National Standard 3: Improvising melodies, variations, and accompaniments

National Standard 9: Understanding music in relation to history and culture

Title: Reading**Level: Grade K****General Music**

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
<i>Fundamental Skills Creating and Sharing</i>	How can we save our musical ideas for future use? What does musical sound look like if it were drawn?		
Students will Know...	Students will Understand that...	Students will demonstrate the ability to Do the following...	
K1: Icons/symbols are used to represent musical sound. K2: Different icons represent different sounds.	U1: Sounds in music can be written down and saved for future use.	D1: Sing songs following simple icons or a musical chart. D2: Read and perform iconic rhythm patterns using body percussion or classroom instruments.	

National Standard 1: Singing, alone and with others, a varied repertoire of music

National Standard 2: Performing on instruments, alone and with others, a varied repertoire of music

National Standard 5: Reading and notating music

Title: Reading**Level: Grade 1****General Music**

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
<i>Fundamental Skills Creating and Sharing</i>	How do musicians read music and what does their music look like? Does musical notation have a system?		
Students will Know...	Students will Understand that...	Students will demonstrate the ability to Do the following...	
K1: Beginning stick notation. K2: Kodaly rhythmic syllables are a way to read rhythms and include the following syllables: -Ta -Ti-ti -Rest K3: Letters or icons that correspond to different parts of a song can represent form. K4: Melodic contour can be represented by symbols.	U1: Musical notation has a system that organizes sound, just as language has different letters and punctuation markings. U2: Notation helps a musician to learn new music and to remember music he or she has composed.	D1: Move to, clap and perform simple rhythmic patterns on classroom instruments. D2: Use stick or invented notation to capture beginning compositions. D3: Respond verbally, artistically or through movement to notation or symbols that articulate the form and melodic contour of a work.	

National Standard 1: Singing, alone and with others, a varied repertoire of music

National Standard 2: Performing on instruments, alone and with others, a varied repertoire of music

National Standard 5: Reading and notating music

Title: Reading**Level: Grade 2****General Music**

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
Fundamental Skills Creating and Sharing	Why do we have notation? What does notation represent? How do we know how to perform a piece the way a composer wanted it to be performed?		
Students will Know...	Students will Understand that...	Students will demonstrate the ability to Do the following...	
K1: Traditional rhythmic notation and their corresponding rhythmic syllables: -Quarter note (ta) -Eighth note (ti-ti) -Half note (ta-a) -Quarter rest (rest) K2: Common musical symbols found in a score: -Repeat sign -Time signature -Treble clef -Staff -Dynamic markings (i.e., <i>p</i> , <i>f</i>) -Bar line K3: How to follow a musical text. K4: Pitch syllables, numbers, and/or letters are ways to represent musical notes.	U1: Rhythm can be represented by symbols that can be read by all musicians. U2: Rhythms we read and play often move in groups of two or three. U3: Pitches can be represented by symbols (i.e., numbers, syllables, letters). U4: Composers use notation and symbols to convey and preserve their compositions for future use.	D1: Move to, clap and perform a varied repertoire of rhythms (i.e., quarter notes, eighth notes, half notes). D2: Move to and begin to identify music in meters of two or three. D3: Identify a written rhythm upon hearing it. D4: Use invented or learned notation to write down rhythm patterns and/or compositions. D5: Follow melodic movement on a staff with their finger.	

National Standard 1: Singing, alone and with others, a varied repertoire of music

National Standard 2: Performing on instruments, alone and with others, a varied repertoire of music

National Standard 5: Reading and notating music

National Standard 9: Understanding music in relation to history and culture

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
<i>Fundamental Skills Creating and Sharing</i>	How can a performer preserve the intentions of the composer? What is the purpose of learning to read musical notation?		
Students will Know...	Students will Understand that...	Students will demonstrate the ability to Do the following...	
<p>K1: Traditional rhythmic notation and rhythmic syllables:</p> <ul style="list-style-type: none"> -Quarter note/rest (ta) -Eighth notes (ti-ti) -Sixteenth notes (ti-ki-ti-ki) -Half and dotted half notes (ta-a) -Whole note (ta-a-a-a) <p>K2: Musical notes on a score are read from left to right and can move up and down.</p> <p>K3: A more varied repertoire of basic dynamic markings and directional symbols (i.e., <i>mf</i>, <i>mp</i>, <i>crescendo</i>, <i>decrescendo</i>, <i>2/4</i>, <i>3/4</i>).</p> <p>K4: A staff is a means of organizing notes and has 5 lines and 4 spaces.</p>	<p>U1: Note values are organized into precise metrical structures.</p> <p>U2: Melodies have contour, which can be represented by musical notation on a staff.</p> <p>U3: Composers are specific about how they notate compositions so that their ideas can be preserved for future use.</p>	<p>D1: Move to, clap and perform a varied repertoire of rhythms (i.e., quarter, eighth, sixteenth, half, and whole notes).</p> <p>D2: Continue to move to, identify, and compose music that is organized in groups of two or three.</p> <p>D3: Perform a song with multiple verses by following the sings and symbols found in a score.</p> <p>D4: Identify whether notes on a staff are on a line or a space and perform simple melodic patterns on a staff.</p>	

National Standard 1: Singing, alone and with others, a varied repertoire of music

National Standard 2: Performing on instruments, alone and with others, a varied repertoire of music

National Standard 5: Reading and notating music

National Standard 9: Understanding music in relation to history and culture

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
Fundamental Skills Creating and Sharing	What crucial properties of music are reflected in notation? Why is music notation necessary and how can it help us? Do all musicians read the same music?		
Students will Know...	Students will Understand that...	Students will demonstrate the ability to Do the following...	
K1: Traditional rhythmic notation and their corresponding rhythmic syllables: -Quarter note/rest, dotted quarter (ta, taa) -Eighth note/rest (ti-ti) -Sixteenth note (ti-ki-ti-ki) -Half note/rest, dotted half (ta-a, ta-a-a) -Whole note (ta-a-a-a) K2: The treble clef on a staff circles around the G line. K3: Absolute note names in treble clef. K4: More complex signs and symbols, including: -Coda -DC al fine -1 st and 2 nd endings K5: Common time signatures (i.e., 2/4, 4/4, 3/4, 6/8) K6: Scales can be read by numbers, syllables and/or letters	U1: The signs and symbols found in a score determine how a piece of music is played or sung. U2: Notation allows us to improve our ability to learn music and to accurately preserve our musical ideas. U3: Rhythmic patterns can be read by using rhythmic syllables and also by counting.	D1: Move to, clap, and perform a variety of rhythmic and melodic symbols when read. D2: Identify notes on the treble staff using absolute pitch names. D3: Begin to use counting when performing rhythmic patterns (i.e. "one, two, and three, four"). D4: Sing or play a simple piece of music correctly following the signs and symbols found in a score. D5: Use a variety of rhythmic, melodic and directional symbols when composing.	

National Standard 1: Singing, alone and with others, a varied repertoire of music

National Standard 2: Performing on instruments, alone and with others, a varied repertoire of music

National Standard 5: Reading and notating music

National Standard 9: Understanding music in relation to history and culture

Title: Reading Level: Grade 5 General Music

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
<i>Fundamental Skills Creating and Sharing</i>	What is the value of written music? What musical tools can help me understand how to read music?		
Students will Know...	Students will Understand that...	Students will demonstrate the ability to Do the following...	
K1: A deeper internalization and understanding of signs and symbols used in traditional Western notation. K2: How rhythms look in relation to how they sound. K3: Names of all notes on the treble clef, including ledger lines when appropriate. K4: Kodaly solfege syllables and their relationship to steps on a scale in notated music.	U1: Some, but not all, cultures use notated music as a means of preserving their musical traditions and communicating their thoughts & musical ideas. U2: There is a relationship between the syllables of words and rhythms that can be notated. U3: Solfege is a system that allows singers to internalize pitch relationship and sight-read melodies.	D1: Create unique methods of notating music. D2: Share music that is or is not written down. D3: Read rhythmic compositions composed by peers. D4: Read and sing melodies written in C Major using Solfege syllables. D5: Read simple intervallic patterns. D6: Create rhythm compositions by notating the rhythmic equivalent of words in the English language.	

National Standard 1: Singing, alone and with others, a varied repertoire of music

National Standard 2: Performing on instruments, alone and with others, a varied repertoire of music

National Standard 5: Reading and notating music

National Standard 9: Understanding music in relation to history and culture

Title: Reading Level: Grade 6 General Music

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
<i>Fundamental Skills Creating and Sharing</i>	Why is it important for me to know how to read music? What can written music tell us about people?		
Students will Know...	Students will Understand that...	Students will demonstrate the ability to Do the following...	
K1: How to locate, identify and use all information available on sheet music to better understand the music, its creators, and the time in which they lived. K2: Traditional rhythmic notation. K3: How harmony chords I, IV, V, vi in C Major are notated in root position on treble clef. K4: How to identify guitar chords on sheet music and see their relationship to piano harmony chords.	U1: Notated music can be a means of communicating opinions and feelings. U2: Lyrics in songs can be a powerful and effective way to convey a message or idea. U3: Text inflections can be reflected in the way lyrics are set rhythmically to music. U4: Guitars and pianos can play the same harmony chords but are notated differently in music.	D1: Comprehensively investigate, both historically and musically, sheet music from the early 1900s. D2: Sight-read rhythm patterns found in selections of music. D3: Speak the words to songs in their notated rhythm. D4: Play harmony chords I, IV, V, vi in C Major that correspond with triads written in root position in treble clef.	

National Standard 1: Singing, alone and with others, a varied repertoire of music.

National Standard 2: Performing on instruments, alone and with others, a varied repertoire of music

National Standard 5: Reading and notating music

National Standard 9: Understanding music in relation to history and culture

Title: Reading**Level: Grade 7/8****General Music**

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
Fundamental Skills Creating and Sharing Listening and Observing	Why are there different systems to notate music? How can I best interpret music notation?		
Students will Know ...	Students will Understand that...	Students will demonstrate the ability to Do the following...	
K1: The absolute names of all the pitches on the treble clef and bass clef staves. K2: The process to determine the key that a piece of music is written in. K3: The definition of a chord and how major, minor, augmented, and diminished chords are constructed. K4: How the major and minor scales are constructed and how to read chord symbols (i.e., roman numerals and fake symbols).	U1: Methods of notation sometimes differ depending on the instrument being played or the ensemble that is performing. U2: The quality of a chord is dependent on its intervallic construction.	D1: Perform rhythms and melodies that are notated using standard notation D2: Effectively navigate a 3-4 part vocal or instrumental score when listening to or performing music D3: Identify and follow an increasing number of dynamic markings, articulations and expression markings.	

National Standard 1: Singing, alone and with others, a varied repertoire of music

National Standard 2: Performing on instruments, alone and with others, a varied repertoire of music

National Standard 5: Reading and notating music

National Standard 9: Understanding music in relation to history and culture

Title: Singing**Level: Grade K****General Music**

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
<i>Creating and Sharing Fundamental Skills Listening and Observing</i>	How is singing unique from speaking? How does song relate to our lives at home and in the classroom? How is singing expressive?		
Students will Know...	Students will Understand that...	Students will demonstrate the ability to Do the following...	
K1: The difference between singing and speaking voice. K2: General components of good singing (i.e., posture). K3: Songs relate to experiences they encounter in their classrooms and lives. K4: They can use their voice to create high and low pitches.	U1: Singing is an expressive art form that is related to, yet unique from, speaking. U2: Singing requires a readiness of body and posture to occur. U3: Singing draws inspiration from and may inspire life/classroom experiences. U4: Singing comprises a variety of pitches that are both low and high.	D1: Recognize the difference between their singing and speaking voice. D2: Reflect the mood of a song in their voices. D3: Show proper posture when singing while standing or sitting. D4: Sing songs that relate to their lives and classroom studies. D5: Sing and play unison games and songs that require their singing voices.	

National Standard 1: Singing, alone and with others, a varied repertoire of music

National Standard 8: Understanding relationships between music, the other arts, and disciplines outside the arts

Title: Singing**Level: Grade 1****General Music**

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
<i>Creating and Sharing Fundamental Skills Listening and Observing</i>	How is singing physical? How can songs bring to life an experience, idea, or story? How do we use our voices to produce a variety of notes?		
Students will Know ...	Students will Understand that...	Students will demonstrate the ability to Do the following...	
K1: Good singing includes: -Correct posture -Breath, -Relaxed open mouths K2: Songs reflect a time, place, and/or idea. K3: Singing creates high and low pitches that move by step or leap.	U1: The body, particularly the breath, is critical to good, health singing. U2: Songs can enhance, describe, or expand an idea or experience. U3: Singing can encompass a variety of pitches and rhythms.	D1: Demonstrate and identify correct posture when singing. D2: Sing a variety of repertoire as a class and in groups. D3: Describe how their songs relate to or bring to life the topic of the song. D4: Sing, in unison, literature that has a variety of pitches that move by skip and step.	

National Standard 1: Singing, alone and with others, a varied repertoire of music

National Standard 8: Understanding relationships between music, the other arts, and disciplines outside the arts

Title: Singing Level: Grade 2 General Music

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
<i>Music and Culture</i> <i>Creating and Sharing</i> <i>Fundamental Skills</i> <i>Listening and</i> <i>Observing</i>	How do songs and singing vary across cultures? How are the notes we sing organized? How can one use their voice to be expressive?		
Students will Know...	Students will Understand that...	Students will demonstrate the ability to Do the following...	
K1: Good singing includes: -Posture -Breath -Diction K2: A repertoire of songs relating to their world. K3: Notes, when combined, can form a melody.	U1: Physical practice impacts the quality of singing. U2: Songs are a creative expression of the world around them. U3: Different cultures have songs that have unique sounds and characteristics. U4: The notes we sing are organized into melodies.	D1: Demonstrate and identify good singing habits D2: Sing unison songs, as a class and in groups, related to their classroom curriculum. D3: Sing melodic patterns by rote, syllable or numbers. D4: Expressively sing and listen to a varied repertoire of songs that are from their own and other cultures. D5: Sing using a variety of dynamic markings.	

National Standard 1: Singing, alone and with others, a varied repertoire of music

National Standard 5: Reading and notating music

National Standard 9: Understanding music in relation to history and culture

Title: Singing**Level: Grade 3****General Music**

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
<i>Music and Culture</i> <i>Creating and Sharing</i> <i>Fundamental Skills</i> <i>Listening and Observing</i>	How does a singer know if he or she is singing properly? How does one construct a melody? Why do people sing and how does it reflect who they are?		
Students will Know...	Students will Understand that...	Students will demonstrate the ability to Do the following...	
K1: Good singing habits now include: -Enunciation -Posture -Breath support -Connecting facial expressions with music K2: The following ways of singing: -Round -Ostinato K3: How to identify pitches by syllable and/or number. K4: A repertoire of pioneer folk songs.	U1: Good physical practice impacts and can improve the quality of singing. U2: Songs are a creative expression of cultures and people of both past and present. U3: Songs can be sung in ways that begin to create beginning harmony. U4: The notes we sing can be identified and are organized into melodies.	D1: Demonstrate and identify an expanded number of good singing habits. D2: Sing rounds and songs that include ostinatos. D3: Develop and continue to sing and listen to a repertoire of songs from diverse styles and cultures. D4: Sing and identify melodic patterns by syllables and/or numbers. D5: Sing a variety of songs from the pioneer culture.	

National Standard 1: Singing, alone and with others, a varied repertoire of music

National Standard 5: Reading and notating music

National Standard 9: Understanding music in relation to history and culture

Title: Singing**Level: Grade 4****General Music**

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
<i>Music and Culture</i> <i>Creating and Sharing</i> <i>Fundamental Skills</i> <i>Listening and Observing</i>	What does quality singing look, sound, and feel like? How has singing been used throughout history as an expression of culture? Why do we need to know how melodies are constructed?		
Students will Know ...	Students will Understand that...	Students will demonstrate the ability to Do the following...	
K1: Good singing habits now include: -Deep diaphragmatic breaths -An awareness of facial expression -An awareness of chest and head voice and when each is appropriate -Correct and appropriate vowel formation K2: The following ways of singing -Partner song -Descant K3: Major scale by syllable and/or number. K4: A repertoire of African American spirituals.	U1: Good physical practice and reflection is necessary to improve the quality of our singing. U2: Songs give a unique and creative voice to the people of the world around them. U3: Songs can be sung in multiple parts, featuring different voices and text. U4: The notes we sing are organized into melodies and often are grounded in a type of scale (i.e., major, minor).	D1: Demonstrate and identify an expanded number of good singing habits. D2: Sing rounds, partner songs, and songs that include descants. D3: Sing independently and in groups on pitch and in rhythm using proper vocal techniques. D4: Develop and continue to sing and listen to a repertoire of songs from diverse styles and cultures. D5: Sing melodic patterns and identify them using syllable or note names. D6: Sing a variety of African American spiritual songs.	

National Standard 1: Singing, alone and with others, a varied repertoire of music

National Standard 5: Reading and notating music

National Standard 9: Understanding music in relation to history and culture

Title: Singing**Level: Grade 5****General Music**

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
<i>Music and Culture</i> <i>Creating and Sharing</i> <i>Fundamental Skills</i> <i>Listening and Observing</i>	What makes the voice an amazing instrument? How and why do people sing as a means of expression? How do physical singing habits influence vocal sound?		
Students will Know ...	Students will Understand that...	Students will demonstrate the ability to Do the following...	
K1: Good singing habits include: -Good sitting and standing posture -Breath control -Enunciation and diction -Facial expression K2: Key components of vocal health. K3: Dynamics and their relationship to breath and enunciation when singing. K4: Best practice techniques for singing in a presentational style. K5: Kodaly solfege syllables and their corresponding hand signs.	U1: Singing is a means of expression in many cultures. U2: Proper care and training enhances and optimizes the use of the voice as an instrument. U3: The voice is able to sing in a wide range of dynamic levels. U4: Every singer in an ensemble is a vital musical contributor to something greater than himself or herself. U5: Solfege is a system that allows singers to internalize pitch relationships.	D1: Sing independently and in groups of varying sizes on pitch and in rhythm. D2: Sing a varied repertoire of songs in unison, songs that include descants, partner songs, and songs that include two-part harmony. D3: Sing a variety of repertoire representing genres and styles of diverse cultures. D4: Sing melodies and harmonies using Kodaly syllables and corresponding hand signs by rote and by standard notation. D5: Sing simple intervallic patterns when shown their corresponding solfege hand sign.	

National Standard 1: Singing, alone and with others, a varied repertoire of music

National Standard 5: Reading and notating music

National Standard 9: Understanding music in relation to history and culture

Title: Singing**Level: Grade 6****General Music**

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
<i>Music and Culture</i> <i>Creating and Sharing</i> <i>Fundamental Skills</i> <i>Listening and Observing</i>	How does a vocal part relate to all other components within a piece of music? What kind of relationship exists between vocal attributes and styles of popular music? What choices do I have as a singer when interpreting a piece of music?		
Students will Know...	Students will Understand that...	Students will demonstrate the ability to Do the following...	
K1: Unique and identifiable vocal characteristics used in a variety of popular music styles. K2: Vocal techniques used when singing in a variety of popular music styles. K3: Unique qualities of a cappella singing.	U1: Some notes sung in a melody are found in the corresponding harmony chords of the accompaniment. U2: The vocal line of a singer has a relationship to the other singers and instruments it is combined with in any song. U3: The singer's interpretation of a vocal line in a song has a direct impact on the way a song is experienced by the listener.	D1: Sing a variety of repertoire representing genres found in American popular music. D2: Identify and describe vocal characteristics used in various styles of popular music. D3: Sing a melody while playing chordal harmony parts on the piano. D4: Sing in groups of varying sizes on pitch and in rhythm with accompaniment and a cappella.	

National Standard 1: Singing, alone and with others, a varied repertoire of music

National Standard 5: Reading and notating music

National Standard 9: Understanding music in relation to history and culture

Title: Singing**Level: Grades 7/8****General Music**

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
<i>Music and Culture</i> <i>Creating and Sharing</i> <i>Fundamental Skills</i> <i>Listening and Observing</i>	How is quality singing physically achieved? How is the vocal music of different cultures similar and/or different? How are vocal pieces constructed? How do we find our notes in a 2-to-4 part vocal texture?		
Students will Know...	Students will Understand that...	Students will demonstrate the ability to Do the following...	
K1: The elements of good vocal technique. K2: The mechanics of proper breath support. K3: The relationship of a given pitch with its tonal center. K4: The solfege system is a means of understanding the role of each of the pitches in a major/minor scale. K5: A conductor's gestures communicate expressive qualities as well as tempo and cues for entrances and cutoffs. K6: Singing is an activity prevalent in all cultures. K7: The elements of proper performance etiquette.	U1: Using good vocal technique is essential when singing in both classical and popular styles. U2: Quality singing is directly related to proper use of your body (i.e., breathing, phonating, tone-placement). U3: The solfege system of singing is transferable to any key, and pitches play different roles depending on the key of the piece. U4: Composers can utilize melody and harmony to make their music more expressive. U5: Conductors are essential to the musical expression and performance accuracy of any large musical ensemble.	D1: Sing different in different styles and genres using good technique. D2: Sing a varied repertoire of 2-4 part vocal songs (a cappella and accompanied), and songs in different languages. D3: Sing using solfege in major and minor keys with Curwen hand signs. D4: Sing while following and responding to a conductor's gestures. D5: Sing using chest voice, head voice and Falsetto. D6: Sing while accompanying themselves on an instrument.	

National Standard 1: Singing, alone and with others, a varied repertoire of music

National Standard 5: Reading and notating music

National Standard 9: Understanding music in relation to history and culture

ORCHESTRA READINESS LEVEL UNITS

Title: Instrument Skills Level: 1st Year Student Elementary Strings

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
<p><u>Music/Culture</u> <u>Fundamental Skills</u> <u>Creating and Sharing</u> <u>Listening/Observing</u></p> <p>Instrument Care/Posture Left hand position Right hand position Performance/Audience Etiquette</p>	<p>How does how I hold my instrument affect the sound? How do bowings influence how the music sounds individually and in a group? Why is intonation important to sound production? How does watching the leader and listening help us play together? Why is proper behavior so important for the group performance class? Why is practicing important?</p>		
Students will Know...	Students will Understand that...	Students will demonstrate the ability to Do the following...	
<p>K1: The appropriate skills to take the instrument out of the case, set it up properly and proper care/maintenance of it. K2: The individual names of instrument/bow parts. K3: The basic notes types: whole, half, quarter, eighth. K4: Note names and corresponding finger placement. K5: Different ways to play their instrument: Bow and Pizzicato. K6: Steady beat and rhythm. K7: Basic bowing: Articulations and Direction (down up). K8: Basic bow divisions. K9: Basic dynamics. K10: Expected performance and audience behaviors. K11: Expected practice routine.</p>	<p>U1: Posture and placement of hands and fingers affect sound. U2: Bowings influence the style and sound of the music. U3: Steady beat and rhythm are integral to playing music correctly. U4: Performers and audience members are expected to follow rules: respectful listening and appropriate performance etiquette. U5: Practicing one's assignment is essential to skill development and growth.</p>	<p>D1: Demonstrate how to set-up the instrument (tighten bow, rosin bow, place shoulder rest, adjust endpin, place rock stop). D2: Label all parts of the instrument and bow. D3: Place the instrument in the correct posture. D4: Play with both hands in the correct position. D5: Demonstrate correct placement of bow on the instrument. D6: Demonstrate knowledge of notation by correct finger placement. D7: Demonstrate knowledge of basic rhythms. D8: Demonstrate basic bowings. D9: Show proper behavior in Lunch Bunch. D10: Demonstrate the ability to listen to others. D11: Demonstrate basic ensemble playing skills. D12: Show progress on weekly assignments.</p>	

Title: Instrument Skills**Level: 2nd Year Student****Elementary Strings**

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
<u><i>Music/Culture</i></u> <u><i>Fundamental Skills</i></u> <u><i>Creating and Sharing</i></u> <u><i>Listening/Observing</i></u> <i>Instrument posture</i> <i>Left & Right hand techniques</i> <i>Ensemble Awareness</i> <i>Performance/Audience Etiquette</i>	<p>How does how I hold my instrument affect the sound?</p> <p>How do bowings influence how the music sounds individually and in a group?</p> <p>Why is intonation important to sound production?</p> <p>How does watching the leader and listening help us play together?</p> <p>Why is proper behavior so important for the group performance class?</p> <p>Why is practicing important?</p>		
Students will Know...	Students will Understand that...	Students will demonstrate the ability to Do the following...	
<p>K1: The appropriate skills to take the instrument out of the case and set it up properly and proper care/maintain it.</p> <p>K2: The individual names of instrument/bow parts.</p> <p>K3: The basic notes types: whole, half, quarter, eighth.</p> <p>K4: Note names and corresponding finger placement.</p> <p>K5: Different ways to play instruments: Bow/Pizzicato.</p> <p>K6: Steady beat and rhythm.</p> <p>K7: Basic bowing: Articulations (staccato, legato) and Direction (down up)</p> <p>K8: Basic bow divisions.</p> <p>K9: Basic dynamics.</p> <p>K10: Expected performance and audience behaviors.</p> <p>K11: Basic ensemble/listening skills.</p> <p>K12: Expected practice routine.</p>	<p>U1: Posture and placement of hands and fingers affect sound.</p> <p>U2: Bowings influence the style and sound of the music.</p> <p>U3: Steady beat and rhythm are integral to playing music correctly.</p> <p>U4: Performers and audience members are expected to follow rules of respectful listening and appropriate performance etiquette.</p> <p>U5: Practicing one's assignment is essential to skill development and growth.</p>	<p>D1: Place instrument in correct position.</p> <p>D2: Play with both hands in the correct position.</p> <p>D3: Demonstrate correct placement of bow on the instrument.</p> <p>D4: Demonstrate knowledge of notation by correct finger placement.</p> <p>D5: Demonstrate knowledge of basic rhythms.</p> <p>D6: Demonstrate basic bowings.</p> <p>D7: Show proper behavior in lunch bunch.</p> <p>D8: Demonstrate the ability to listen to others.</p> <p>D9: Demonstrate basic ensemble playing skills.</p> <p>D10: Show progress on weekly assignments.</p>	

National Standard 1: Singing and playing alone and with others, a varied repertoire of music

National Standard 2: Performing on instruments, alone and with others, a varied repertoire of music

National Standard 5: Reading and notating music

National Standard 6: Listening to, analyzing, and describing

National Standard 7: Evaluating music and music performances

Title: Instrument Skills**Level: 3rd Year Student****Elementary Strings**

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
<p><i>Music/Culture</i> <i>Fundamental Skills</i> <i>Creating and Sharing</i> <i>Listening/Observing</i></p> <p><i>Note Reading</i> <i>More advanced repertoire</i> <i>More Advanced hand position, fingering and bowing</i> <i>Emerging leadership skills</i></p>	<p>Why do I have to learn to read notes? Why can't I just continue to play by ear? Why do I have to follow printed bowings? How do different hand positions affect the sound? Why is intonation important to sound production? How does watching the leader and listening help us play together? What does it mean to be a leader within the large group setting? Why is it important for me to be a leader? Why is practicing important?</p>		
Students will Know...	Students will Understand that...	Students will demonstrate the ability to Do the following...	
<p>K1: Notes and rest types: whole, dotted half, half, dotted quarter, quarter, eighth, sixteenth. K2: Note names on the staff and corresponding finger placement. K3: Steady beat and correct rhythms. K4: Advanced hand positioning: 2nd position for cello, differing finger placement for others. K5: Advanced bowing: Articulations (staccato, legato, slur, tie) and Direction (down up, hooked). K6: More musicality (responding to markings in music.) K7: Importance of being a leader. K8: Established practice routine.</p>	<p>U1: Bowings influence the style and sound of the music. U2: Steady beat and rhythm are integral to playing music correctly. U3: Introduction to more advanced bowings. U4: Practicing one's assignment is essential to skill development and growth.</p>	<p>D1: Demonstrate correct placement of instrument. D2: Play with both hands in the correct position. D3: Demonstrate correct placement of bow on the instrument. D4: Demonstrate knowledge of notation by correct finger placement. D5: Demonstrate knowledge of more advanced rhythms, bowings and fingerings. D6: Demonstrate knowledge of basic musicality. D7: Continue to demonstrate leadership skills in group/ensemble class. D8: Show progress on weekly assignments.</p>	

National Standard 1: Singing and playing alone and with others, a varied repertoire of music

National Standard 2: Performing on instruments, alone and with others, a varied repertoire of music

National Standard 3: Improvising melodies, variations, and accompaniments

National Standard 4: Composing and arranging music within specified guidelines

National Standard 5: Reading and notating music

National Standard 6: Listening to, analyzing, and describing

National Standard 7: Evaluating music and music performances

National Standard 8: Understanding relationships between music, the other arts, and disciplines outside the arts

National Standard 9: Understanding music in relation to history and culture

Title: Instrument Skills**Level: 4th Year Student****Elementary Strings**

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
<u><i>Music/Culture</i></u> <u><i>Fundamental Skills</i></u> <u><i>Creating and Sharing</i></u> <u><i>Listening/Observing</i></u> <i>Note Reading</i> <i>More advanced repertoire</i> <i>More Advanced hand position, fingering and bowing</i> <i>Musicality</i> <i>Leadership skills</i>	Why do I have to play all of the notes on the page? Why is intonation important to sound production? How do time signatures/key signatures change the way the music sounds? How do markings in the music affect the sound? How do I know when to add dynamics when they are not marked in? How does watching the leader and listening help us play together? What are the best ways to be a leader within the large group setting? Why is it important for me to be a leader? Why is practicing important?		
Students will Know ...	Students will Understand that...	Students will demonstrate the ability to Do the following...	
K1: Notes and rest types: whole, dotted half, half, dotted quarter, quarter, eighth, sixteenth K2: Note names on the staff and corresponding finger placement K3: Steady beat and correct rhythms K4: Key signatures K5: Time signatures K6: Advanced hand positioning: 2 nd position for cello, differing finger placement for others K7: Advanced bowing: Articulations (staccato, legato, slur, tie) and Direction (down up, hooked) K8: Musicality-both marked and unmarked changes in dynamics and style. K9: Importance of being a leader K10: Established practice routine	U1: Bowings influence the style and sound of the music. U2: Steady beat and rhythm are integral to playing music correctly. U3: Being a leader and role model is important to helping younger players in the group. U4: Practicing one's assignment is essential to skill development and growth.	D1: Demonstrate knowledge of notation by correct finger placement. D2: Demonstrate knowledge of advanced rhythms, bowings and fingerings. D3: Demonstrate knowledge of musicality. D4: Continue to demonstrate both leadership and role modeling skills in group/ensemble class. D5: Show progress on weekly assignments.	

National Standard 1: Singing and playing alone and with others, a varied repertoire of music

National Standard 2: Performing on instruments, alone and with others, a varied repertoire of music

National Standard 3: Improvising melodies, variations, and accompaniments

National Standard 4: Composing and arranging music within specified guidelines

National Standard 5: Reading and notating music

National Standard 6: Listening to, analyzing, and describing

National Standard 7: Evaluating music and music performances

National Standard 8: Understanding relationships between music, the other arts, and disciplines outside the arts

National Standard 9: Understanding music in relation to history and culture

Title: Instrument Skills Level: 5th Grade Beginner Strings

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
<u>Music/Culture</u> <u>Fundamental Skills</u> <u>Creating and Sharing</u> <u>Listening/Observing</u> <i>Instrument posture</i> <i>Left hand position</i> <i>Right hand position</i>	How does how I hold my instrument affect the sound? How do bowings influence the music sounds individually and in a group? Why is intonation important to sound production? Why is practicing important?		
Students will Know ...	Students will Understand that...	Students will demonstrate the ability to Do the following...	
K1: The appropriate skills to take the instrument out of the case and set it up properly and proper care/maintain it. K2: The individual names of instrument/bow parts. K3: The basic notes types: whole, half, quarter, eighth. K4: Note names and corresponding finger placement. K5: Different ways to play instruments: Bow/Pizzicato K6: Steady beat and rhythm. K7: Basic bowing: Articulations (staccato, legato, slur, tie) and Direction (down up). K8: Basic bow divisions. K9: Basic dynamics. K10: Expected practice routine.	U1: Posture and placement of hands and fingers affect sound. U2: Bowings influence the style and sound of the music. U3: Steady beat and rhythm are integral to playing music correctly. U4: Practicing one's assignment is essential to skill development and growth.	D1: Demonstrate how to set-up their instrument (tighten bow, rosin bow, place shoulder rest, adjust endpin, place rock stop) D2: Label all parts of the instrument and bow. D3: Place their instrument in the correct posture. D4: Play with both hands in the correct position. D5: Demonstrate correct placement of bow on the instrument. D6: Demonstrate knowledge of notation by correct finger placement. D7: Demonstrate knowledge of basic rhythms. D8: Demonstrate basic bowings. D9: Show progress on weekly assignments.	

National Standard 1: Singing and playing alone and with others, a varied repertoire of music
 National Standard 2: Performing on instruments, alone and with others, a varied repertoire of music
 National Standard 5: Reading and notating music
 National Standard 6: Listening to, analyzing, and describing
 National Standard 7: Evaluating music and music performances
 National Standard 8: Understanding relationships between music, the other arts, and disciplines outside the arts
 National Standard 9: Understanding music in relation to history and culture

Title: Elementary Orchestra**Level: Grade 5****Strings**

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
<p><i>Music/Culture</i> <i>Fundamental Skills</i> <i>Creating and Sharing</i> <i>Listening/Observing</i></p> <p><i>Reading orchestra music</i> <i>Playing in an ensemble</i> <i>Understanding style form and meter</i></p>	<p>What is the difference between Suzuki and Orchestra? What is a musical style? How does meter affect the sound? Why do bowings matter? What is intonation and why is it so important? How do markings in music affect how the music is played? Why is practice important?</p>		
Students will Know...	Students will Understand that...	Students will demonstrate the ability to Do the following...	
<p>K1: The basic note types: whole, half, quarter, eighth. K2: Steady beat and rhythm. K3: Basic bowing: staccato, legato, slur, tie. K4: Basic meters: 4/4 (common time), 3/4, 2/4, 2/2 (cut time), 6/8 and 9/8. K5: Basic beat patterns: same as meters above. K6: Basic music styles: classical, baroque and modern. K7: Music from a variety of composers. K8: The role of the conductor. K9: Markings in music: key signatures, bowings, and dynamics. K10: Expected practice routine.</p>	<p>U1: Knowledge of basic notes, rhythms and meters will allow performance from any musical style. U2: Musical styles are different based on when music was written and which composer wrote it. U3: Any music can be transformed to any setting. U4: Use of expression (dynamics) in playing their instrument enhances the performance. U5: Playing in an orchestra requires the participant to follow a conductor and understand basic beat patterns. U6: Practicing one's part is essential to individual as well as group success.</p>	<p>D1: Demonstrate knowledge of basic rhythms. D2: Demonstrate knowledge of notation by correct finger placement. D3: Demonstrate basic bowing styles. D4: Demonstrate the ability to maintain steady beat. D5: Show how to play basic rhythms. D6: Show understanding of basic meters and corresponding conductor beat patterns. D7: Perform music from a variety of composers. D8: Use dynamics to show understanding of expressive playing. D9: Respond appropriately to gestures of conductor. D10: Show an understanding of key signature and corresponding finger patterns. D11: Be able to perform orchestra music individually and as part of the ensemble.</p>	

National Standard 1: Singing and playing alone and with others, a varied repertoire of music

National Standard 2: Performing on instruments, alone and with others, a varied repertoire of music

National Standard 3: Improvising melodies, variations, and accompaniments

National Standard 5: Reading and notating music

National Standard 6: Listening to, analyzing, and describing

National Standard 7: Evaluating music and music performances

National Standard 8: Understanding relationships between music, the other arts, and disciplines outside the arts

National Standard 9: Understanding music in relation to history and culture

Title: Concert Orchestra
Level: Grade 6
Strings

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
<u>Music/Culture</u> <u>Fundamental Skills</u> <u>Creating and Sharing</u> <u>Listening/Observing</u> <i>Playing orchestra music</i> <i>Playing in an ensemble</i> <i>Understanding style form and meter, expressive playing, independence of parts</i>	How does musical style affect the musician? How does meter affect the sound? How does bow speed affect rhythm? Why is intonation so important to the performer and ensemble? How do markings in the music affect how the music is played? How does practicing influence my final performance? Why does behavior in rehearsals affect my performance?		
Students will Know...	Students will Understand that...	Students will demonstrate the ability to Do the following...	
K1: The basic notes types: whole, half, quarter, eighth, sixteenth. K2: Correct placement of fingers to corresponding notes. K3: Steady beat and rhythm. K4: Basic bowing: staccato, legato, slur, tie. K5: Basic meters: 4/4 (common time), 3 /4, 2/4, 2/2 (cut time), 6/8, 9/8. K6: Basic beat patterns: same as meters above. K7: Basic music styles: classical, baroque and modern. K8: Basic markings in music: Key signatures, bowings, dynamics (expressive playing). K9: Music from a variety of composers. K10: The role of the conductor. K11: Proper rehearsal and concert etiquette as well as concert dress. K12: Expected practice routine.	U1: Knowledge of basic notes, rhythms and meters and markings will allow performance from any musical style. U2: Key signatures have a direct impact on finger patterns. U3: Musical styles are different based on when music was written and which composer wrote it. U4: Any music can be transformed to any setting. U5: Use of expression (dynamics) in playing their instrument enhances the performance. U6: Playing in an orchestra requires the participant to follow a conductor and understand basic beat patterns. U7: Practicing one's part is crucial to individual and group success. U8: Proper behavior in both lessons and concerts will result in better performance. U9: It is important to follow concert etiquette including concert dress to have a good performance.	D1: Demonstrate knowledge of basic rhythms. D2: Demonstrate knowledge of notation by correct finger placement. D3: Demonstrate basic bowing styles. D4: Demonstrate the ability to maintain steady beat. D5: Show how to play basic rhythms. D6: Show understanding of basic meters and corresponding conductor beat patterns. D7: Perform music from a variety of composers. D8: Use dynamics to show an understanding of expressive playing. D9: Respond appropriately to gestures of conductor. D10: Demonstrate an understanding of key signature and corresponding finger patterns. D11: Display good behavior in lessons/rehearsals. D12: Demonstrate proper concert etiquette including wearing concert dress.	

National Standard 1: Singing and playing alone and with others, a varied repertoire of music

National Standard 2: Performing on instruments, alone and with others, a varied repertoire of music

National Standard 3: Improvising melodies, variations, and accompaniments

National Standard 5: Reading and notating music

National Standard 6: Listening to, analyzing, and describing

National Standard 7: Evaluating music and music performances

National Standard 8: Understanding relationships between music, the other arts, and disciplines outside the arts

National Standard 9: Understanding music in relation to history and culture

Title: String Orchestra

Level: Grade 7/8

Strings

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
<u>Music/Culture</u> <u>Fundamental Skills</u> <u>Creating and Sharing</u> <u>Listening/Observing</u> <i>Playing higher level orchestra music</i> <i>Playing in an ensemble</i> <i>Understanding style form and meter, expressive playing, independence of parts</i>	How does musical style reflect (or affect) the musician? How does meter affect the sound? How does bow speed affect rhythm? Why is intonation important to an individual player and the performance as a whole? How do markings in the music affect how the music is played? How does practicing influence my final performance? Why do I have to play in the correct key, observe dynamics, respond to markings? How does behavior in rehearsals affect my performance?		
Students will Know...	Students will Understand that...	Students will demonstrate the ability to Do the following...	
K1: All notes types: whole, half, quarter, eighth, sixteenth. K2: Correct placement of fingers to corresponding notes. K3: Steady beat and more complicated rhythms. K4: Many styles of bowing: staccato, legato, slur, tie, hooked, detache, marcato, accents, sforzando, and spiccato. K5: Advanced meters & beat patterns: same as meters above in addition to subdivision. K6: Wider range of music styles. K7: Advanced markings in music: Key signatures, bowings, articulations, dynamics (expressive playing), accidentals, meno mosso, ritardando, crescendo, decrescendo. K8: Expected practice routine. K9: Concepts of ensemble playing: balance and blend. K10: Music from a variety of composers. K11: The role of the conductor.	U1: Knowledge of all notes types, rhythms, meters and markings will allow performance from any musical style. U2: Key signatures have a direct impact on finger patterns. U3: Musical styles are different based on when music was written and which composer wrote it. U4: Any music can be transformed to any setting. U5: Use of expression (dynamics) in playing their instrument enhances the performance. U6: Practicing one's part will lead to self-improvement as well as a better group performance. U7: Playing in an orchestra requires the participant to follow a conductor and understand basic beat patterns. U8: Practicing has a direct impact on progression and performance on an instrument.	D1: Demonstrate knowledge of complex rhythms. D2: Demonstrate correct intonation in a variety of key signatures. D3: Demonstrate advanced bowing styles. D4: Demonstrate the ability to maintain steady beat. D5: Respond to changes in tempo appropriately (accelerando and ritardando) and show how to play complex rhythmic patterns. D6: Show understanding of advanced meter and corresponding conductor beat patterns. D7: Be able to perform music from a variety of composers. D8: Show an understanding of expressive playing through the use of dynamics. D9: Responds appropriately to gestures of conductor. D10: Be able to play music independently as well as part of the ensemble. D11: Show an understanding of key signature and corresponding finger patterns.	

National Standard 1: Singing and playing alone and with others, a varied repertoire of music

National Standard 2: Performing on instruments, alone and with others, a varied repertoire of music

National Standard 3: Improvising melodies, variations, and accompaniments

National Standard 5: Reading and notating music

National Standard 6: Listening to, analyzing, and describing

National Standard 7: Evaluating music and music performances

National Standard 8: Understanding relationships between music, the other arts, and disciplines outside the arts

National Standard 9: Understanding music in relation to history and culture

BAND GRADE LEVEL UNITS

Title: Creating and Sharing**Level: Grade 5****Cadet Band**

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
<i>Creating and Sharing</i>	Why do I have to practice? Why do we wear concert dress? Do I have to come to the concert? How can I make the best possible sound on my instrument? Is there an easier way to manipulate my instrument? How can I tell when I'm playing it right? What do I do when I'm not satisfied with how I play? Why doesn't it always sound like what I hear in my head? How can I show my friend how to play what I hear?		
Students will Know ...	Students will Understand that...	Students will demonstrate the ability to Do the following...	
K1: Accidentals (#, b, natural) K2: Articulation K3: Balance K4: Blend K5: Body Position K6: Breath Support K7: Concert Etiquette K8: Counting System K9: Dynamic variation K10: Group rehearsal routine K11: Hand Position K12: Harmony K13: Instrument fingerings K14: Intonation K15: Melody K16: Musical styles K17: Phrasing K18: Pitch K19: Pitch recognition on own instrument K20: Posture K21: Proper technique K22: Rehearsal behavior K23: Rhythm K24: Soli K25: Solo K26: Time signatures	U1: Practicing leads to individual improvement. U2: Physical appearance is important to a successful concert performance. U3: The concert is the focal point of individual and group practice. U4: Effective musical performances require control over pitch, balance, blend, volume articulation, technique, breath support, and phrasing. U5: Careful listening is important to good playing. U6: It is important to know when to ask for help.	D1: Identify and use sharps, flats, and naturals in context. D2: Perform pitches indicated by standard notation within the context of a musical line. D3: Identify the key signature and any scalar patterns found in a specific performance piece. D4: Play alone and with others. D5: Perform a Concert. D6: Dress in proper concert attire. D7: Analyze personal performance. D8: Seek assistance when needed. D9: Model recorded examples D10: Analyze video examples of concert performances. D11: Use a fingering chart. D12: Identify different styles of music.	

National Standard 1: Singing, alone and with others, a varied repertoire of music.

National Standard 2: Performing on instruments, alone and with others, a varied repertoire of music.

National Standard 3: Improvising melodies, variations, and accompaniments

Title: Fundamental Skills**Level: Grade 5****Cadet Band**

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
Fundamental Skills	How much do I have to practice in order to get better? How can I make sure my instrument always works? If I know my part, why do we have to all work on that section together as a group? What is so important about reading music - why can't I just play it by ear? How is my instrument supposed to sound?		
Students will Know...	Students will Understand that...	Students will demonstrate the ability to Do the following...	
K1: Accidentals (#, b, natural) K2: Articulation K3: Balance K4: Blend K5: Body Position K6: Brass K7: Breath Support K8: Common Musical Figures K9: Concert Etiquette K10: Counting System K11: Dynamic variation K12: Group rehearsal routine K13: Hand Position K14: Harmony K15: Individual practice routine K16: Instrument fingerings K17: Intonation K18: Key signature K19: Melody K20: Musical alphabet K21: Percussion K22: Phrasing K23: Pitch K24: Pitch names on staff K25: Pitch recognition on own instrument K26: Posture K27: Proper technique K28: Recognition of progress K29: Rehearsal behavior K30: Rhythm K31: Soli K32: Solo	U1: Practicing is essential to progress. U2: There are characteristic sounds for each instrument. U3: Each instrument is a machine used to create sound. U4: Successful performance relies on both the individual and the team. U5: Musical knowledge partners with physical development. U6: Musical notation gives us a common language.	D1: Identify and use sharps, flats, and naturals in context. D2: Perform pitches indicated by standard notation within the context of a musical line. D3: Show specific and alternate note fingerings on performance instrument. D4: Demonstrate a major scale on performance instrument. D5: Sight-read a section of written notation individually. D6: Sight-read a section of written notation as a part of a group. D7: Identify the key signature and any scalar patterns found in a specific performance piece. D8: Perform a musical line on a specific instrument demonstrating control over pitch, dynamics, articulation, phrasing, and articulation. D9: Play alone and with others. D10: Perform a Concert. D11: Dress in proper concert attire. D12: Analyze personal performance. D13: Seek assistance when needed. D14: Model recorded examples. D15: Analyze video examples of concert performances. D16: Use a fingering chart. D17: Create a practice routine. D18: Identify different styles of music.	

K33: Staff (Treble, Bass) K34: Time signature K35: Tutti K36: Western musical alphabet K37: Woodwind K38: Instrument Cleaning and Care K39: Tempo		
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National Standard 2: Performing on instruments, alone and with others, a varied repertoire of music.

National Standard 3: Improvising melodies, variations, and accompaniments

National Standard 5: Reading and notating music.

National Standard 7: Evaluating music and music performances.

Title: Listening and Observation**Level: Grade 5****Cadet Band**

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
Listening and Observation	<p>Does music sound better if we play it faster and louder?</p> <p>If I know my part can I skip practices?</p> <p>How do professional musicians look and act on stage?</p> <p>How can I tell if I am playing my instrument correctly?</p> <p>Why are some parts of music played by only a few instruments?</p> <p>How is it different to play with the whole band rather than alone?</p>		
Students will Know...	Students will Understand that...	Students will demonstrate the ability to Do the following...	
K1: Accidentals (#, b, natural) K2: Alternate Fingerings K3: Arpeggiation K4: Articulation K5: Balance K6: Blend K7: Body Position K8: Brass K9: Breath Support K10: Chromatic K11: Concert Etiquette K12: Counting System K13: Dynamic variation K16: Enharmonic equivalent K17: Group rehearsal routine K18: Hand Position K19: Harmony K20: Instrument fingerings K21: Intonation K22: Key signature K23: Major K24: Major scale pattern K25: Melody K26: Minor K27: Minor scale pattern K28: Musical alphabet K29: Musical styles K30: Percussion K31: Periods of Music History K32: Phrasing K33: Pitch	U1: Tempo and volume are unrelated. U2: Individual practice and group rehearsals have different goals. U3: There are social conventions surrounding music performances. U4: Listening and imitation provide models for understanding. U5: Music is woven from a single strand into a tapestry of sound. U6: Listening to music or performing on an instrument alone or with a group requires different skill sets.	D1: Identify and use sharps, flats, and naturals in context. D2: Perform pitches indicated by standard notation within the context of a musical line. D3: Show specific and alternate note fingerings on performance instrument. D4: Sight-read a section of written notation individually. D5: Sight-read a section of written notation as a part of a group. D6: Identify the key signature and any scalar patterns found in a specific performance piece. D7: Perform a musical line on a specific instrument demonstrating control over pitch, dynamics, articulation, phrasing, and articulation. D8: Play alone and with others. D9: Perform a Concert. D10: Create a simple composition and perform it. D11: Analyze personal performance. D12: Seek assistance when needed. D13: Model recorded examples. D14: Analyze video examples of concert performances. D15: Create a practice routine. D16: Identify different styles of music.	

K34: Pitch names on staff K35: Pitch recognition on own instrument K36: Posture K37: Proper technique K38: Rehearsal behavior K39: Rhythm K40: Scale degree K41: Sight-reading K42: Soli K43: Solo K44: Staff (Treble, Bass) K45: Timbre K46: Time signature K47: Tone Color K48: Tutti K49: Western musical alphabet K50: Woodwind K51: Arrangement K52: Composer K53: Expressive descriptors K54: Context K55: Ensemble Structure: Trio/Quartet/Quintet/section/band/orchestra K56: Tempo		
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National Standard 1: Singing, alone and with others, a varied repertoire of music.

National Standard 2: Performing on instruments, alone and with others, a varied repertoire of music.

National Standard 3: Improvising melodies, variations, and accompaniments.

National Standard 5: Reading and notating music.

National Standard 6: Listening to, analyzing, and describing music.

National Standard 7: Evaluating music and music performances.

Title: Music and Culture
Level: Grade 5
Cadet Band

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
Music and Culture	Does all music sound the same? What is harmony, and how does it work with melody? What is the difference between rhythm and beat? Why are there no violins in band?		
Students will Know...	Students will Understand that...	Students will demonstrate the ability to Do the following...	
K1: Articulation K2: Balance K3: Blend K4: Brass K5: Common Musical Figures K6: Counting System K7: Dynamic variation K8: Harmony K9: Improvisation K10: Intonation K11: Major K12: Melody K13: Minor K14: Musical alphabet K15: Musical styles K16: Percussion K17: Periods of Music History K18: Phrasing K19: Pitch K20: Rhythm K21: Soli K22: Solo K23: Timbre K24: Tone Color K25: Tutti K26: Woodwind K27: Composition K28: Arrangement K29: Composer K30: Expressive descriptors K31: Context K32: Tempo	U1: Music comes in many different forms. U2: Sound can be perceived in more than a linear fashion. U3: Musical pulse is universal; rhythmic patterning is not. U4: Different cultures use different tone colors and performance instruments to create music.	D1: Identify and use sharps, flats, and naturals in context. D2: Perform pitches indicated by standard notation within the context of a musical line. D3: Perform a musical line on a specific instrument demonstrating control over pitch, dynamics, articulation, phrasing, and articulation. D4: Play alone and with others. D5: Perform a Concert. D6: Improvise within a simple structure. D7: Model recorded examples. D8: Identify different styles of music. D9: Identify and compare the musical time periods found in the concert literature being performed. D10: Identify and compare the cultural background of the concert literature being performed.	

National Standard 2: Performing on instruments, alone and with others, a varied repertoire of music.

National Standard 6: Listening to, analyzing, and describing music.

National Standard 8: Understanding relationships between music, the other arts, and disciplines outside the arts.

National Standard 9: Understanding music in relation to history and culture.

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
<i>Fundamental Skills Creating and Sharing Music and Culture</i>	How much do I have to practice in order to get better? If I know my part, why do we have to all work on that section together as a group? What is so important about reading music - why can't I just play it by ear? How is my instrument supposed to sound? Why doesn't it always sound like what I hear in my head? How can I tell if I am playing my instrument correctly?		
Students will Know...	Students will Understand that...	Students will demonstrate the ability to Do the following...	
K1: Accidentals (#, b, natural) K2: Articulation K3: Body Position K4: Brass K5: Breath Support K6: Common Musical Figures K7: Counting System K8: Dynamic variation K9: Enharmonic equivalent K10: Group rehearsal routine K11: Hand Position K12: Harmony K13: Individual practice routine K14: Instrument fingerings K15: Key signature K16: Major K17: Major scale pattern K18: Melody K19: Minor K20: Minor scale pattern K21: Musical alphabet K22: Percussion K23: Phrasing K24: Pitch K25: Pitch names on staff K26: Pitch recognition on own instrument K27: Posture K28: Proper technique K29: Recognition of progress K30: Rehearsal behavior K31: Rhythm	U1: Instrumental Music has its own language. U2: Each instrument creates sound differently. U3: Music uses a specific set of graphics to show pitch, duration, and volume. U4: Progress is directly related to careful repetition and musical problem solving.	D1: Identify and use sharps, flats, and naturals in context. D2: Perform pitches indicated by standard notation within the context of a musical line. D3: Demonstrate major arpeggios with sound. D4: Identify the key signature and any scalar patterns found in a specific performance piece. D5: Play alone and with others. D6: Perform a Concert. D7: Analyze personal performance. D8: Seek assistance when needed. D9: Model recorded examples. D10: Analyze video examples of concert performances. D11: Use a fingering chart. D12: Create a practice routine.	

K32: Soli K33: Solo K34: Staff (Treble, Bass) K35: Timbre K36: Time signature K37: Tone Color K38: Tutti K39: Western musical alphabet K40: Woodwind K41: Expressive descriptors K42: Context K43: Tempo		
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National Standard 2: Performing on instruments, alone and with others, a varied repertoire of music.

National Standard 5: Reading and notating music.

National Standard 6: Listening to, analyzing, and describing music.

National Standard 7: Evaluating music and music performances.

Title: Creating and Sharing

Level: Grade 6

Concert Band

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
Creating and Sharing	What are the different roles my instrument can take? How does the way I behave influence everyone around me? What elements combine to make music interesting - or not interesting? What do I know about playing my instrument, and where can I find out more? What do I have to do to perform a piece, and what does that do to me? When is it ok to use my own musical choices and what choices do I have?		
Students will Know...	Students will Understand that...	Students will demonstrate the ability to Do the following...	
K1: Accidentals (#, b, natural) K2: Alternate Fingerings K3: Arpeggiation K4: Articulation K5: Balance K6: Blend K7: Body Position K8: Breath Support K9: Chromatic K10: Concert Etiquette K11: Counting System K12: Dynamic variation K13: Enharmonic equivalent K14: Group rehearsal routine K15: Hand Position K16: Harmony K17: Intonation K18: Key signatures K19: Major K20: Melody K21: Minor K22: Musical styles K23: Periods of Music History K24: Phrasing K25: Pitch K26: Pitch recognition on own instrument K27: Posture K28: Proper technique K29: Recognition of progress K30: Rehearsal behavior K31: Rhythm	U1: Practicing leads to individual improvement. U2: I am an important part of the ensemble. U3: How I participate in rehearsals effects all members of the group. U4: Physical appearance is important to a successful concert performance. U5: The concert is the focal point of individual and group practice. U6: Effective musical performances require control over pitch, balance, blend, volume articulation, technique, breath support, and phrasing. U7: Careful listening is important to good playing. U8: It is important to know when to ask for help. U9: When I play I sometimes am the most important instrument and sometimes I play a supporting role. U10: Solo playing and ensemble playing require different skills.	D1: Identify and use sharps, flats, and naturals in context. D2: Perform pitches indicated by standard notation within the context of a musical line.. D3: Perform a musical line on a specific instrument demonstrating control over pitch, dynamics, articulation, phrasing, and articulation. D4: Play alone and with others. D5: Perform a Concert. D6: Dress in proper concert attire. D7: Analyze personal performance. D8: Seek assistance when needed. D9: Model recorded examples. D10: Analyze video examples of concert performances. D11: Identify different styles of music.	

K32: Soli K33: Solo K34: Timbre K35: Time signature K36: Tone Color K37: Tutti K38: Expressive descriptors K39: Context K40: Tempo		
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National Standard 1: Singing, alone and with others, a varied repertoire of music.

National Standard 2: Performing on instruments, alone and with others, a varied repertoire of music.

National Standard 3: Improvising melodies, variations, and accompaniments.

Title: Fundamental Skills**Level: Grade 6****Concert Band**

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
Fundamental Skills	Why are scales and arpeggios identified as the building blocks of music? How do I know whether a professional needs to look at my instrument? Why can't I play this music fast enough? What is a good sound for my instrument and how do I make it happen? What did the composer want this music to sound like? How do I evaluate my performance? Which is more effective at learning a piece: a single long practice session or several smaller practice sessions?		
Students will Know...	Students will Understand that...	Students will demonstrate the ability to Do the following...	
K1: Accidentals (#, b, natural) K2: Alternate Fingerings K3: Arpeggiation K4: Articulation K5: Balance K6: Blend K7: Body Position K8: Brass K9: Breath Support K10: Chromatic K11: Concert Etiquette K12: Counting System K13: Dynamic variation K14: Enharmonic equivalent K15: Group rehearsal routine K16: Hand Position K17: Harmony K18: Individual practice routine K19: Instrument fingerings K20: Intonation K21: Key signature K22: Major K23: Major scale pattern K24: Melody K25: Musical alphabet K26: Musical styles K27: Percussion K28: Phrasing K29: Pitch K30: Pitch names on staff	U1: A practice routine is essential to progress. U2: Developing a characteristic sound for my instrument requires both listening and attention to technique. U3: Each instrument requires routine inspection and maintenance. U4: Successful performance relies on both the individual and the team. U5: Musical knowledge partners with physical development. U6: Musical notation uses a vocabulary, form, and structure.	D1: Identify and use sharps, flats, and naturals in context. D2: Perform pitches indicated by standard notation within the context of a musical line. D3: Show specific and alternate note fingerings on performance instrument. D4: Demonstrate a major scale on performance instrument. D5: Demonstrate a chromatic scale on performance instrument. D6: Demonstrate major arpeggios with sound D7: Sight-read a section of written notation individually. D8: Sight-read a section of written notation as a part of a group. D9: Identify the key signature and any scalar patterns found in a specific performance piece. D10: Perform a musical line on a specific instrument demonstrating control over pitch, dynamics, articulation, phrasing, and articulation. D11: Play alone and with others. D12: Perform a Concert. D13: Dress in proper concert attire. D14: Analyze personal performance. D15: Seek assistance when needed. D16: Model recorded examples. D17: Analyze video examples of concert performances. D18: Use a fingering chart. D19: Create a practice routine.	

K31: Pitch recognition on own instrument K32: Posture K33: Proper technique K34: Recognition of progress K35: Rehearsal behavior K36: Rhythm K37: Scale degree K38: Sight-reading K39: Soli K40: Solo K41: Staff (Treble, Bass) K42: Time signature K43: Tone Color K44: Tutti K45: Western musical alphabet K46: Woodwind K47: Composer K48: Expressive descriptors K49: Context K50: Ensemble Structure: Trio/Quartet/Quintet/section/band/orchestra K51: Instrument Cleaning and Care K52: Tempo		D20: Identify different styles of music.
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National Standard 2: Performing on instruments, alone and with others, a varied repertoire of music.

National Standard 3: Improvising melodies, variations, and accompaniments

National Standard 5: Reading and notating music.

National Standard 7: Evaluating music and music performances.

Title: Listening and Observation**Level: Grade 6****Concert Band**

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
Listening and Observation	<p>When I hear myself performing, how many of the technical elements required to play this piece do I already know?</p> <p>Where can I find solutions for things that I don't know?</p> <p>When I play faster, does it always mean I should play louder, too?</p> <p>How does the way I act and practice affect the way I play?</p> <p>What is "group sound"?</p> <p>Is there a difference between hearing something played live and something previously recorded?</p> <p>What is "playing in tune", and how do I do it?</p>		
Students will Know...	Students will Understand that...	Students will demonstrate the ability to Do the following...	
K1: Accidentals (#, b, natural) K2: Alternate Fingerings K3: Arpeggiation K4: Articulation K5: Balance K6: Blend K7: Body Position K8: Brass K9: Breath Support K10: Chromatic K11: Concert Etiquette K12: Counting System K13: Dynamic variation K14: Enharmonic equivalent K15: Group rehearsal routine K16: Hand Position K17: Harmony K18: Instrument fingerings K19: Intonation K20: Key signature K21: Major K22: Major scale pattern K23: Melody K24: Minor K25: Minor scale pattern K26: Musical alphabet K27: Musical styles K28: Percussion K29: Periods of Music History K30: Phrasing	U1: Tempo, meter, and volume are unrelated. U2: Individual practice and group rehearsals have different goals. U3: There are social conventions surrounding music performances. U4: Musical improvement requires listening, imitation, and research. U5: Music is woven from a single strand into a tapestry of sound. U6: Listening to music or performing on an instrument alone or with a group requires different skill sets.	D1: Identify and use sharps, flats, and naturals in context. D2: Perform pitches indicated by standard notation within the context of a musical line. D3: Show specific and alternate note fingerings on performance instrument. D4: Sight-read a section of written notation individually. D5: Sight-read a section of written notation as a part of a group. D6: Identify the key signature and any scalar patterns found in a specific performance piece. D7: Perform a musical line on a specific instrument demonstrating control over pitch, dynamics, articulation, phrasing, and articulation. D8: Play alone and with others. D9: Perform a Concert. D10: Create a simple composition and perform it. D11: Analyze personal performance. D12: Seek assistance when needed. D13: Model recorded examples. D14: Analyze video examples of concert performances. D15: Create a practice routine. D16: Identify different styles of music.	

K31: Pitch K32: Pitch names on staff K33: Pitch recognition on own instrument K34: Posture K35: Proper technique K36: Rehearsal behavior K37: Rhythm K38: Scale degree K39: Sight-reading K40: Soli K41: Solo K42: Staff (Treble, Bass) K43: Timbre K44: Time signature K45: Tone Color K46: Tutti K47: Western musical alphabet K48: Woodwind K49: Arrangement K50: Composer K51: Expressive descriptors K52: Context K53: Ensemble Structure: Trio/Quartet/Quintet/section/band/orchestra K54: Tempo		
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National Standard 1: Singing, alone and with others, a varied repertoire of music.

National Standard 2: Performing on instruments, alone and with others, a varied repertoire of music.

National Standard 3: Improvising melodies, variations, and accompaniments.

National Standard 5: Reading and notating music.

National Standard 6: Listening to, analyzing, and describing music.

National Standard 7: Evaluating music and music performances.

Title: Music and Culture**Level: Grade 6****Concert Band**

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
<i>Music and Culture</i>	Why does that music sound so different? What makes a piece of music interesting? What can I tell about a piece from what I hear? What connections are there between music and life?		
Students will Know...	Students will Understand that...	Students will demonstrate the ability to Do the following...	
K1: Accidentals (#, b, natural) K2: Arpeggiation K3: Articulation K4: Balance K5: Blend K6: Brass K7: Chromatic K8: Counting System K9: Dynamic variation K10: Harmony K11: Improvisation K12: Intonation K13: Major K14: Major scale pattern K15: Melody K16: Minor K17: Musical styles K18: Percussion K19: Periods of Music History K20: Phrasing K21: Pitch K22: Rhythm K23: Solfege K24: Soli K25: Solo K26: Timbre K27: Time signature K28: Tone Color K29: Tutti K30: Western musical alphabet K31: Woodwind K32: Composition K33: Arrangement	U1: Music comes in many different forms. U2: Different cultures and time periods emphasize different musical elements. U3: Music is informed by culture and genre. U4: Different cultures use different tone colors and performance instruments to create music. U5: Some pieces of music tell a story; others provoke a response (aesthetic, emotional).	D1: Identify and use sharps, flats, and naturals in context. D2: Perform pitches indicated by standard notation within the context of a musical line. D3: Show specific and alternate note fingerings on performance instrument. D4: Demonstrate major arpeggios with sound D5: Identify the key signature and any scalar patterns found in a specific performance piece. D6: Perform a musical line on a specific instrument demonstrating control over pitch, dynamics, articulation, phrasing, and articulation. D7: Play alone and with others. D8: Perform a Concert. D9: Create a simple composition and perform it. D10: Improvise within a simple structure. D11: Model recorded examples. D12: Analyze video examples of concert performances. D13: Identify different styles of music. D14: Identify and compare the musical time periods found in the concert literature being performed. D15: Identify and compare the cultural background of the concert literature being performed.	

K34: Composer K35: Expressive descriptors K36: Context K37: Ensemble Structure: Trio/Quartet/Quintet/section/band/orchestra K38: Tempo		
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National Standard 2: Performing on instruments, alone and with others, a varied repertoire of music.

National Standard 6: Listening to, analyzing, and describing music.

National Standard 8: Understanding relationships between music, the other arts, and disciplines outside the arts.

National Standard 9: Understanding music in relation to history and culture.

Title: Musical Structure and Organization: Scales Focus Level: Grade 6 Concert Band

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
Fundamental Skills Listening and Observing Music and Culture	Why are scales and arpeggio identified as the building blocks of music? How do I know whether a professional needs to look at my instrument? What is the relationship between tempo and control? What is a good sound for my instrument and how do I make it happen? What did the composer want this music to sound like? How do I evaluate my performance? Which is more effective at learning a piece: a single long practice session or several smaller practice sessions?		
Students will Know...	Students will Understand that...	Students will demonstrate the ability to Do the following...	
K1: Accidentals (#, b, natural) K2: Alternate Fingerings K3: Arpeggiation K4: Articulation K5: Balance K6: Blend K7: Body Position K8: Brass K9: Breath Support K10: Chromatic K11: Common Musical Figures K12: Counting System K13: Dynamic variation K14: Enharmonic equivalent K15: Group rehearsal routine K16: Hand Position K17: Harmony K18: Individual practice routine K19: Instrument fingerings K20: Intonation K21: Key signature K22: Major K23: Major scale pattern K24: Melody K25: Musical alphabet K26: Percussion K27: Phrasing K28: Pitch K29: Pitch names on staff K30: Pitch recognition on own instrument	U1: Instrumental Music has its own language. U2: Each instrument creates sound differently. U3: Western music uses major scales and arpeggios as building blocks. U4: Individual progress is directly related to careful repetition and musical problem solving. U5: Group progress is directly related to individual practice.	D1: Identify and use sharps, flats, and naturals in context. D2: Perform pitches indicated by standard notation within the context of a musical line. D3: Show specific and alternate note fingerings on performance instrument. D4: Demonstrate a major scale on performance instrument. D5: Demonstrate a minor scale on performance instrument. D6: Demonstrate a chromatic scale on performance instrument. D7: Demonstrate major, minor, and chromatic scales with sound. D8: Demonstrate major arpeggios with sound. D9: Sight-read a section of written notation individually. D10: Sight-read a section of written notation as a part of a group. D11: Identify the key signature and any scalar patterns found in a specific performance piece. D12: Perform a musical line on a specific instrument demonstrating control over pitch, dynamics, articulation, phrasing, and articulation. D13: Play alone and with others. D14: Perform a Concert. D15: Analyze personal performance. D16: Seek assistance when needed. D17: Improvise within a simple structure. D18: Model recorded examples.	

K31: Posture K32: Proper technique K33: Recognition of progress K34: Rehearsal behavior K35: Rhythm K36: Scale degree K37: Sight-reading K38: Solfege K39: Soli K40: Solo K41: Staff (Treble, Bass) K42: Timbre K43: Time signature K44: Tone Color K45: Tutti K46: Western musical alphabet K47: Woodwind K48: Expressive descriptors K49: Context K50: Tempo		D19: Analyze video examples of concert performances. D20: Use a fingering chart. D21: Create a practice routine. D22: Identify different styles of music. D23: Identify and compare the musical time periods found in the concert literature being performed. D24: Identify and compare the cultural background of the concert literature being performed.
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National Standard 2: Performing on instruments, alone and with others, a varied repertoire of music.

National Standard 5: Reading and notating music.

National Standard 6: Listening to, analyzing, and describing music.

National Standard 7: Evaluating music and music performances.

Title: Creating and Sharing**Level: Grade 7/8****Symphonic Band**

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
<i>Creating and Sharing</i>	<p>How do we work together to produce a quality performance?</p> <p>What do I need to focus on in this practice session?</p> <p>How does a quality performance of a piece look, feel, and sound?</p> <p>Is there an easier way to play this passage while still accomplishing what the composer wants me to produce?</p> <p>Does this piece of music sound like anything I have played before? Is it related to anything I have played before?</p>		
Students will Know...	Students will Understand that...	Students will demonstrate the ability to Do the following...	
K1: Accidentals (#, b, natural) K2: Alternate Fingerings K3: Arpeggiation K4: Articulation K5: Balance K6: Blend K7: Body Position K8: Breath Support K9: Chromatic K10: Concert Etiquette K11: Counting System K12: Dynamic variation K13: Enharmonic equivalent K14: Group rehearsal routine K15: Hand Position K16: Harmony K17: Intonation K18: Key signatures K19: Major K20: Melody K21: Minor K22: Musical styles K23: Periods of Music History K24: Phrasing K25: Pitch K26: Pitch recognition on own instrument K27: Posture K28: Proper technique K29: Recognition of progress K30: Rehearsal behavior K31: Rhythm K32: Soli	U1: Practicing leads to individual improvement. U2: I am an important part of the ensemble. U3: How I participate in rehearsals effects all members of the group. U4: Physical appearance is important to a successful concert performance. U5: The concert is the focal point of individual and group practice. U6: Effective musical performances require control over pitch, balance, blend, volume articulation, technique, breath support, and phrasing. U7: Careful listening is important to good playing. U8: It is important to know when to ask for help. U9: When I play I sometimes am the most important instrument and sometimes I play a supporting role. U10: Solo playing and ensemble playing require different skills. U11: Different times in history had different musical styles	D1: Identify and use sharps, flats, and naturals in context. D2: Perform pitches indicated by standard notation within the context of a musical line. D3: Identify the key signature and any scalar patterns found in a specific performance piece. D4: Perform a musical line on a specific instrument demonstrating control over pitch, dynamics, articulation, phrasing, and articulation. D5: Play alone and with others. D6: Perform a Concert. D7: Dress in proper concert attire. D8: Analyze personal performance. D9: Seek assistance when needed. D10: Model recorded examples. D11: Analyze video examples of concert performances. D12: Identify different styles of music.	

K33: Solo K34: Timbre K35: Time signature K36: Tone Color K37: Tutti K38: Expressive descriptors K39: Context K40: Tempo		
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National Standard 1: Singing, alone and with others, a varied repertoire of music.

National Standard 2: Performing on instruments, alone and with others, a varied repertoire of music.

National Standard 3: Improvising melodies, variations, and accompaniments.

Title: Fundamental Skills**Level: Grade 7/8****Symphonic Band**

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
Fundamental Skills	When my instrument breaks can I fix it myself, or will I need help? How useful is it to practice parts I already know? How close am I to sounding like a professional on my instrument? When I get a new piece of music, can I determine everything a composer wanted to tell me? When is it appropriate to use technical “shortcuts” in a piece I’m playing? What is “musicality”, and do I have it? What is talent, and how important is it?		
Students will Know...	Students will Understand that...	Students will demonstrate the ability to Do the following...	
K1: Accidentals (#, b, natural) K2: Alternate Fingerings K3: Arpeggiation K4: Articulation K5: Balance K6: Blend K7: Body Position K8: Brass K9: Breath Support K10: Chromatic K11: Concert Etiquette K12: Counting System K13: Dynamic variation K14: Enharmonic equivalent K15: Group rehearsal routine K16: Hand Position K17: Harmony K18: Individual practice routine K19: Instrument fingerings K20: Intonation K21: Key signature K22: Major K23: Major scale pattern K24: Melody K25: Minor K26: Minor scale pattern K27: Musical alphabet K28: Musical styles K29: Percussion K30: Periods of Music History	U1: An effective practice routine involves making choices and developing learning strategies. U2: Listening to professionals is an essential part of developing a characteristic sound. U3: Each instrument requires routine inspection and maintenance. U4: Talent, musicality, and practice are inter-related. U5: Musical knowledge partners with physical development. U6: Knowledge of notation, form, and structure allows a musician to re-create what the composer intended.	D1: Identify and use sharps, flats, and naturals in context. D2: Perform pitches indicated by standard notation within the context of a musical line. D3: Show specific and alternate note fingerings on performance instrument. D4: Demonstrate a major scale on performance instrument. D5: Demonstrate a minor scale on performance instrument. D6: Demonstrate a chromatic scale on performance instrument. D7: Demonstrate major, minor, and chromatic scales with sound. D8: Demonstrate major and minor arpeggios with sound. D9: Sight-read a section of written notation individually. D10: Sight-read a section of written notation as a part of a group. D11: Identify the key signature and any scalar patterns found in a specific performance piece. D12: Perform a musical line on a specific instrument demonstrating control over pitch, dynamics, articulation, phrasing, and articulation. D13: Play alone and with others. D14: Perform a Concert. D15: Dress in proper concert attire. D16: Analyze personal performance. D17: Seek assistance when needed.	

K31: Phrasing K32: Pitch K33: Pitch names on staff K34: Pitch recognition on own instrument K35: Posture K36: Proper technique K37: Recognition of progress K38: Rehearsal behavior K39: Rhythm K40: Scale degree K41: Sight-reading K42: Soli K43: Solo K44: Staff (Treble, Bass) K45: Timbre K46: Time signature K47: Tone Color K48: Tutti K49: Western musical alphabet K50: Woodwind K51: Composer K52: Expressive descriptors K53: Context K54: Ensemble Structure: Trio/Quartet/Quintet/section/band/orchestra K55: Instrument Cleaning and Care K56: Tempo		D18: Model recorded examples. D19: Analyze video examples of concert performances. D20: Use a fingering chart. D21: Create a practice routine. D22: Identify different styles of music.
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National Standard 2: Performing on instruments, alone and with others, a varied repertoire of music.

National Standard 3: Improvising melodies, variations, and accompaniments

National Standard 5: Reading and notating music.

National Standard 7: Evaluating music and music performances.

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
Listening and Observation	How does knowing the context of the piece affect how I listen to it? How do I know if my performance was effective? When is it all right to clap during a performance? How do I solve a challenge I haven't seen before? How do I adapt my playing to fit the musical style and venue? Why do we have rehearsals, dress rehearsals, and performances? How are they related? How can an ensemble develop a characteristic sound?		
Students will Know ...	Students will Understand that...	Students will demonstrate the ability to Do the following...	
K1: Accidentals (#, b, natural) K2: Alternate Fingerings K3: Arpeggiation K4: Articulation K5: Balance K6: Blend K7: Body Position K8: Brass K9: Breath Support K10: Chromatic K11: Concert Etiquette K12: Counting System K13: Dynamic variation K14: Enharmonic equivalent K15: Group rehearsal routine K16: Hand Position K17: Harmony K18: Instrument fingerings K19: Intonation K20: Key signature K21: Major K22: Major scale pattern K23: Melody K24: Minor K25: Minor scale pattern K26: Musical alphabet K27: Musical styles K28: Percussion K29: Periods of Music History K30: Phrasing	U1: Tempo, meter, and volume are unrelated. U2: Individual practice and group rehearsals have different goals. U3: There are social conventions surrounding music performances. U4: Musical improvement requires listening, imitation, and research. U5: Music is woven from a single strand into a tapestry of sound. U6: Listening to music or performing on an instrument alone or with a group requires different skill sets.	D1: Identify and use sharps, flats, and naturals in context. D2: Perform pitches indicated by standard notation within the context of a musical line. D3: Show specific and alternate note fingerings on performance instrument. D4: Sight-read a section of written notation individually. D5: Sight-read a section of written notation as a part of a group. D6: Identify the key signature and any scalar patterns found in a specific performance piece. D7: Perform a musical line on a specific instrument demonstrating control over pitch, dynamics, articulation, phrasing, and articulation. D8: Play alone and with others. D9: Perform a Concert. D10: Analyze personal performance. D11: Seek assistance when needed. D12: Model recorded examples. D13: Analyze video examples of concert performances. D14: Create a practice routine. D15: Identify different styles of music.	

K31: Pitch K32: Pitch names on staff K33: Pitch recognition on own instrument K34: Posture K35: Proper technique K36: Rehearsal behavior K37: Rhythm K38: Scale degree K39: Sight-reading K40: Soli K41: Solo K42: Staff (Treble, Bass) K43: Timbre K44: Time signatures K45: Tone Color K46: Tutti K47: Western musical alphabet K48: Woodwind K49: Arrangement K50: Composer K51: Expressive descriptors K52: Context K53: Ensemble Structure: Trio/Quartet/Quintet/section/band/orchestra K54: Tempo		
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National Standard 1: Singing, alone and with others, a varied repertoire of music.

National Standard 2: Performing on instruments, alone and with others, a varied repertoire of music.

National Standard 3: Improvising melodies, variations, and accompaniments.

National Standard 5: Reading and notating music.

National Standard 6: Listening to, analyzing, and describing music.

National Standard 7: Evaluating music and music performances.

Title: Music and Culture**Level: Grade 7/8****Symphonic Band**

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
Music and Culture	What is it about music of different cultures that makes it unique? How does the music I listen to use the basic elements of music? Is music a “universal language”, or does it just have elements that are universally shared? What do we learn from playing music from different cultures and different time periods?		
Students will Know ...	Students will Understand that...	Students will demonstrate the ability to Do the following...	
K1: Arpeggiation K2: Articulation K3: Balance K4: Blend K5: Brass K6: Chromatic K7: Dynamic variation K8: Harmony K9: Improvisation K10: Intonation K11: Key signature K12: Major K13: Major scale pattern K14: Melody K15: Minor K16: Minor scale pattern K17: Musical alphabet K18: Musical styles K19: Percussion K20: Periods of Music History K21: Phrasing K22: Pitch K23: Pitch recognition on own instrument K24: Rhythm K25: Scale degree K26: Sight-reading K27: Solfege K28: Soli K29: Solo K30: Timbre K31: Tone Color K32: Tutti K33: Woodwind	U1: Music connects within a culture and across cultures. U2: Different cultures and time periods use, prioritize, and emphasize different musical elements. U3: Understanding and identifying musical elements allows deeper appreciation of all types of music. U4: Music is informed by culture and genre. U5: Instrumental Music is not a medium that uses direct symbolic representation and transfer of meaning.	D1: Perform pitches indicated by standard notation within the context of a musical line. D2: Demonstrate major, minor, and chromatic scales with sound. D3: Demonstrate major arpeggios with sound D4: Identify the key signature and any scalar patterns found in a specific performance piece. D5: Perform a musical line on a specific instrument demonstrating control over pitch, dynamics, articulation, phrasing, and articulation. D6: Play alone and with others. D7: Perform a Concert. D8: Model recorded examples. D9: Analyze video examples of concert performances. D10: Identify different styles of music. D11: Identify and compare the musical time periods found in the concert literature being performed. D12: Identify and compare the cultural background of the concert literature being performed.	

K34: Composition K35: Arrangement K36: Composer K37: Expressive descriptors K38: Context K39: Ensemble Structure: Trio/Quartet/Quintet/section/band/orchestra K40: Tempo		
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National Standard 2: Performing on instruments, alone and with others, a varied repertoire of music.

National Standard 6: Listening to, analyzing, and describing music.

National Standard 8: Understanding relationships between music, the other arts, and disciplines outside the arts.

National Standard 9: Understanding music in relation to history and culture.

Title: Musical Structure and Organization: Advanced Level: Grade 7/8 Symphonic Band

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
Fundamental Skills Listening and Observing Music and Culture Creating and Sharing	Why are scales and arpeggios identified as the building blocks of music? How does the music I listen to use the basic elements of music? Does this piece of music sound like anything I have played before? Is it related to anything I have played before? How do I solve a musical challenge I haven't seen before? How useful is it to practice parts I already know? How close am I to sounding like a professional on my instrument? When I get read a new piece of music can I determine everything a composer wanted to tell me?		
Students will Know...	Students will Understand that...	Students will demonstrate the ability to Do the following...	
K1: Accidentals (#, b, natural) K2: Alternate Fingerings K3: Arpeggiation K4: Articulation K5: Balance K6: Blend K7: Brass K8: Chromatic K9: Counting System K10: Dynamic variation K11: Enharmonic equivalent K12: Group rehearsal routine K13: Harmony K14: Individual practice routine K15: Instrument fingerings K16: Intonation K17: Key signature K18: Major K19: Major scale pattern K20: Melody K21: Minor K22: Minor scale pattern K23: Musical alphabet K24: Musical styles K25: Percussion K26: Phrasing K27: Pitch K28: Pitch names on staff K29: Pitch recognition on own instrument K30: Posture	U1: Instrumental Music has its own language. U2: Each instrument creates sound differently. U3: Western music uses major, minor, and chromatic scales as building blocks. U4: Western music uses major arpeggios as building blocks. U5: Musical development requires a balance between individual practice and group rehearsal. U6: Knowing how to read music and translate it to my instrument allows me to engage with new music more rapidly. U7: Effective musical performances require control over pitch, balance, blend, volume, articulation, and phrasing.	D1: Identify and use sharps, flats, and naturals in context. D2: Show specific and alternate note fingerings on performance instrument. D3: Demonstrate major, minor, and chromatic scales with sound. D4: Demonstrate major arpeggios with sound. D5: Sight-read a section of written notation individually. D6: Sight-read a section of written notation as a part of a group. D7: Identify the key signature and any scalar patterns found in a specific performance piece. D8: Perform a musical line on a specific instrument demonstrating control over pitch, dynamics, articulation, phrasing, and articulation. D9: Perform a Concert. D10: Analyze personal performance. D11: Seek assistance when needed. D12: Improvise within a simple structure. D13: Model recorded examples. D14: Analyze video examples of concert performances. D15: Create a practice routine. D16: Identify different styles of music.	

K31: Proper technique K32: Recognition of progress K33: Rehearsal behavior K34: Rhythm K35: Scale degree K36: Sight-reading K37: Solfege K38: Soli K39: Solo K40: Timbre K41: Time signature K42: Tone Color K43: Tutti K44: Woodwind K45: Composition K46: Arrangement K47: Composer K48: Expressive descriptors K49: Context K50: Ensemble Structure: Trio/Quartet/Quintet/section/band/orchestra K51: Tempo		
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National Standard 2: Performing on instruments, alone and with others, a varied repertoire of music.

National Standard 5: Reading and notating music.

National Standard 6: Listening to, analyzing, and describing music.

National Standard 7: Evaluating music and music performances.