

YEAR AT A GLANCE: *High School Orchestra: Concert Orchestra and Chamber Orchestra*

(updated Dec 2022)

	<u>UNIT 1</u>	<u>UNIT 2</u>	<u>UNIT 3</u>	<u>Unit 4</u>
Title	Pumpkin Pops	Winter Concert	Spring Pops Concert	Spring Concert and Music in the Parks (Competition)
Unit Length (weeks taught)	8-10 Weeks	8-10 Weeks	8-10 Weeks	8-10 Weeks
Performance Task (e.g., Persuasive Essay, DBQ, Nutritional Analysis, etc.)	<ul style="list-style-type: none"> Public performance of practiced repertoire Small group and individual instruction Home practice regiment 	<ul style="list-style-type: none"> Public performance of practiced repertoire Small group and individual instruction Home practice regiment 	<ul style="list-style-type: none"> Public performance of practiced repertoire Small group and individual instruction Home practice regiment 	<ul style="list-style-type: none"> Public performance of practiced repertoire Small group and individual instruction Home practice regiment
Enduring Understanding (The big ideas, the “why” we include these ideas)	<ul style="list-style-type: none"> The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources. Musicians’ creative choices are influenced by their expertise, context, and expressive intent. Musicians evaluate and refine their work through openness to 	<ul style="list-style-type: none"> The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources. Musicians’ creative choices are influenced by their expertise, context, and expressive intent. Musicians evaluate and refine their work through openness to new ideas, 	<ul style="list-style-type: none"> The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources. Musicians’ creative choices are influenced by their expertise, context, and expressive intent. Musicians evaluate and refine their work through openness to new ideas, 	<ul style="list-style-type: none"> The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources. Musicians’ creative choices are influenced by their expertise, context, and expressive intent. Musicians evaluate and refine their work through openness to

	<p>new ideas, persistence, and the application of appropriate criteria.</p> <ul style="list-style-type: none"> ● Musicians' presentation of creative work is the culmination of a process of creation and communication. ● Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. ● Performers make interpretive decisions based on their understanding of context and expressive intent. ● To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. ● Musicians judge performance based 	<p>persistence, and the application of appropriate criteria.</p> <ul style="list-style-type: none"> ● Musicians' presentation of creative work is the culmination of a process of creation and communication. ● Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. ● Performers make interpretive decisions based on their understanding of context and expressive intent. ● To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. ● Musicians judge performance based on criteria that vary across time, place, and cultures. The 	<p>persistence, and the application of appropriate criteria.</p> <ul style="list-style-type: none"> ● Musicians' presentation of creative work is the culmination of a process of creation and communication. ● Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. ● Performers make interpretive decisions based on their understanding of context and expressive intent. ● To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. ● Musicians judge performance based on criteria that vary across time, place, 	<p>new ideas, persistence, and the application of appropriate criteria.</p> <ul style="list-style-type: none"> ● Musicians' presentation of creative work is the culmination of a process of creation and communication. ● Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. ● Performers make interpretive decisions based on their understanding of context and expressive intent. ● To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. ● Musicians judge performance based
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	<p>on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.</p> <ul style="list-style-type: none"> • Response to music is informed by analyzing context (social cultural, and historical) and how creators and performers manipulate the elements of music. • Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. • The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. • Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding. 	<p>context and how a work is presented influence the audience response.</p> <ul style="list-style-type: none"> • Response to music is informed by analyzing context (social cultural, and historical) and how creators and performers manipulate the elements of music. • Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. • The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. • Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding. 	<p>and cultures. The context and how a work is presented influence the audience response.</p> <ul style="list-style-type: none"> • Response to music is informed by analyzing context (social cultural, and historical) and how creators and performers manipulate the elements of music. • Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. • The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. • Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding. 	<p>on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.</p> <ul style="list-style-type: none"> • Response to music is informed by analyzing context (social cultural, and historical) and how creators and performers manipulate the elements of music. • Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. • The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. • Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.
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Essential Questions (What do we want students to think about)

- What does a great orchestra sound like?
- Does music reflect culture or shape it?
- What criteria would you use to (assess, define, explore) a culture through its music?
- Does the exposure to the art, music and dance have an affect on our unique world-view or perception?
- How does one cultivate and realize their potential to express themselves through music?
- How does participation in a performing ensemble prepare you for life outside of school?
- Why/how is music literacy valuable?
- What is the advantage of being musically literate?
- What is the advantage of being able to interpret musical notation?
- What is the value in knowing about the different interpretations

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	<p>associated with the performance of specific style/genres, historical periods or cultures?</p> <ul style="list-style-type: none"> • How do musicians generate creative ideas? • How do musicians make creative decisions? • How do musicians improve the quality of their creative work? • When is creative work ready to share? • How do performers select repertoire? • How does understanding the structure and context of musical works inform performance? • How do performers interpret musical works? • How do musicians improve the quality of their performance? • When is a performance ready to be presented/performed ? • How do context and the manner in which musical work is 	<p>performance of specific style/genres, historical periods or cultures?</p> <ul style="list-style-type: none"> • How do musicians generate creative ideas? • How do musicians make creative decisions? • How do musicians improve the quality of their creative work? • When is creative work ready to share? • How do performers select repertoire? • How does understanding the structure and context of musical works inform performance? • How do performers interpret musical works? • How do musicians improve the quality of their performance? • When is a performance ready to be presented/performed? • How do context and the manner in which musical work is presented influence audience response? • How does understanding the 	<p>performance of specific style/genres, historical periods or cultures?</p> <ul style="list-style-type: none"> • How do musicians generate creative ideas? • How do musicians make creative decisions? • How do musicians improve the quality of their creative work? • When is creative work ready to share? • How do performers select repertoire? • How does understanding the structure and context of musical works inform performance? • How do performers interpret musical works? • How do musicians improve the quality of their performance? • When is a performance ready to be presented/performed ? • How do context and the manner in which musical work is presented influence audience response? • How does 	<p>interpretations associated with the performance of specific style/genres, historical periods or cultures?</p> <ul style="list-style-type: none"> • How do musicians generate creative ideas? • How do musicians make creative decisions? • How do musicians improve the quality of their creative work? • When is creative work ready to share? • How do performers select repertoire? • How does understanding the structure and context of musical works inform performance? • How do performers interpret musical works? • How do musicians improve the quality of their performance? • When is a performance ready to be presented/performe
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	<p>presented influence audience response?</p> <ul style="list-style-type: none"> • How does understanding the structure and context of the music influence a response (enjoyment, satisfaction, understanding)? • How do we discern the musical creators' and performers' expressive intent? • How do we judge the quality of musical work(s) and performance(s)? • How do musicians make meaningful connections to creating, performing, and responding? • How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music? 	<p>structure and context of the music influence a response (enjoyment, satisfaction, understanding)?</p> <ul style="list-style-type: none"> • How do we discern the musical creators' and performers' expressive intent? • How do we judge the quality of musical work(s) and performance(s)? • How do musicians make meaningful connections to creating, performing, and responding? • How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music? 	<p>understanding the structure and context of the music influence a response (enjoyment, satisfaction, understanding)?</p> <ul style="list-style-type: none"> • How do we discern the musical creators' and performers' expressive intent? • How do we judge the quality of musical work(s) and performance(s)? • How do musicians make meaningful connections to creating, performing, and responding? • How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music? 	<p>d?</p> <ul style="list-style-type: none"> • How do context and the manner in which musical work is presented influence audience response? • How does understanding the structure and context of the music influence a response (enjoyment, satisfaction, understanding)? • How do we discern the musical creators' and performers' expressive intent? • How do we judge the quality of musical work(s) and performance(s)? • How do musicians make meaningful connections to creating, performing, and responding? • How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?
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