MISSOULA COUNTY PUBLIC SCHOOLS

Forward Thinking, High Achieving.

Fine Arts: K-12 Music Curriculum

Draft September 2017

TABLE OF CONTENTS

Fine Arts Music Curriculum Review Committee 2016-17 5
Philosophical Foundations and Lifelong Goals. 6
Mission and Vision 7
Meeting Diverse Student Needs 8
Technology and Library Media 8
Indian Education for All 9
Teaching About Controversial Issues 11

Grades K-5
- General Music Kindergarten 13
- General Music Grade 1 19
- General Music Grade 2 25
- General Music Grade 3 31
- General Music Grade 4 38
- General Music Grade 5 45
- Band Grade 5 52
- Orchestra Grade 5 59

Middle School
- Band Grade 6 65
- Band Grade 7 72
- Band Grade 8 80
- Choir Grade 6 88
- Choir Grade 7 95
- Choir Grade 8 102
- General Music Grade 7 110
- General Music Grade 8 116
- Orchestra Grade 6 123
- Orchestra Grade 7 130
- Orchestra Grade 8 136

High School
- Intermediate Band – Level 1 – Grades 9, 10, 11 143
- Advanced Band (Symphonic) – Grades 10, 11, 12 152
- Advanced Band (Wind Ensemble) - Grades 10, 11, 12 161
- Jazz Band – Grades 10, 11, 12 170
- Beginning Women's, Beginning Men's, Intermediate Mixed Choirs – Grades 9, 10, 11, 12 179
- Advanced Women's Choir – Grades 10, 11, 12 188
- Advanced Mixed Choir – Grades 10, 11, 12 196
- Intermediate Orchestra - Grades 9, 10, 11, 12 204
- Advanced Orchestra - Grades 10, 11, 12 210
- Music Technology – Grades 11, 12 216
- Guitar/Ukulele – Grades 9, 10, 11, 12 222

Appendices

Appendix I Adopted Music Materials 229

Fine Arts Curriculum Review Committee 2016-17

Committee Member	Grade Level and Discipline
Callan, Karen	K-5 Music
Davis, Ryan	9-12 Music
Dochnahl, Jesse	9-12 Music
Griggs, Brenda	K-5 Music
Huppert, Polly	6-8 Music
Johns, Michael	6-8 Music
McKenzie, Ellen	9-12 Music
Slater, Leon	9-12 Music
Whiteman, Chris	6-8 Music
Zschaechner, Kristin	K-5 Music
Briggs, Jenna	Instructional Coach
Hall, Jodi	Instructional Coach
Nuttall, Robyn	Instructional Coach
Combs, John	Fine Arts Supervisor



Philosophical foundations and lifelong goals

The philosophical foundations and lifelong goals establish the basis for the new standards and illuminate artistic literacy by expressing the overarching common values and expectations for learning in arts education across the five arts disciplines. For a full explanation of artistic literacy, please see the Conceptual Framework.

Philosophical Foundation	**Lifelong Goals**
The Arts as Communication	
In today's multimedia society, the arts are the media, and therefore provide powerful and essential means of communication. The arts provide unique symbol systems and metaphors that convey and inform life experience (i.e., the arts are ways of knowing).	Artistically literate citizens use a variety of artistic media, symbols and metaphors to independently create and perform work that expresses and communicates their own ideas, and are able to respond by analyzing and interpreting the artistic communications of others.
The Arts as Creative Personal Realization	
Participation in each of the arts as creators, performers, and audience members enables individuals to discover and develop their own creative capacity, thereby providing a source of lifelong satisfaction.	Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing, and responding to art as an adult.
The Arts as Culture, History, and Connectors	
Throughout history, the arts have provided essential means for individuals and communities to express their ideas, experiences, feelings, and deepest beliefs. Each discipline shares common goals, but approaches them through distinct media and techniques. Understanding artwork provides insights into individuals' own and others' cultures and societies, while also providing opportunities to access, express, and integrate meaning across a variety of content areas.	Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships between the arts and other knowledge.
Arts as Means to Wellbeing	
Participation in the arts as creators, performers, and audience members (responders) enhances mental, physical, and emotional wellbeing.	Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in all of the arts.
The Arts as Community Engagement	
The arts provide means for individuals to collaborate and connect with others in an enjoyable inclusive environment as they create, prepare, and share artwork that bring communities together.	Artistically literate citizens seek artistic experience and support the arts in their local, state, national, and global communities.

National Coalition for Core Arts Standards (2014) National Core Arts Standards. Rights Administered by the State Education Agency Directors of Arts Education. Dover, DE, www.nationalcoreartsstandards.org all rights reserved.

MISSION

To ensure every student achieves his or her full potential, regardless of circumstance and ability.

VISION

We communicate; we collaborate; we think critically; and we create. We are Missoula County Public Schools - educational leaders in a global society - fostering uncompromising excellence and empowering all learners.

CORE BELIEFS

1) EVERY CHILD deserves to be challenged, equipped and prepared for life beyond school.
2) INNOVATIVE, COMMITTED TALENT – leadership, teachers and staff – drive success in the classroom and beyond.
3) LEARNING ENVIRONMENTS must continually evolve to be engaging, safe and up-to-date.
4) STRONG COMMUNITIES start with a strong, public school system.

GOALS

1) RESTRUCTURE ORGANIZATION & FACILITIES: Restructure the facilities and organization to become more efficient and effective in support of 21st century learning.
2) STUDENT ACHIEVEMENT FOR ALL: Achievement and graduation for all students regardless of their circumstances and abilities.
3) QUALITY PROFESSIONAL DEVELOPMENT: Define and implement a quality professional development program that encompasses best practices and supports the needs of all staff. Refine an implement a quality evaluation and supervision program for all staff.
4) CULTAVATE INVOLVEMENT: Cultivate and enhance staff, student, parent, business and community involvement.

MEETING DIVERSE STUDENT NEEDS

Students with diverse needs--those with unique abilities and/or disabilities--will have differentiated opportunities to achieve targets, benchmarks, and standards at rates and in manners consistent with their needs. Accommodations and modifications will be implemented to ensure that all students have the opportunity to meet established learning goals and to gain full access to the curriculum.

The needs of struggling learners will be met in a variety of ways in the classroom both through informal intervention and formally prescribed intervention, as necessary.

Gifted students and students of high ability require, at times, differentiated instruction and additional challenge beyond what the standard curriculum can provide. These provisions can include but are not limited to: more challenging content or assignments, critical and higher level thinking skills, instructional grouping, extension activities, and independent research.

TECHNOLOGY

The integration of curriculum and technology is essential to prepare today's students for participation in a viable democratic society. Therefore, the MCPS Fine Arts Curriculum Committee views technology as integral to the Fine Arts curriculum.

LIBRARY MEDIA

Teacher librarians play an essential role in curriculum implementation. They are important instructional partners and consultants in supporting and expanding existing curricula. As information specialists, teacher librarians work collaboratively with students, teachers, administrators, and parents to:

- Provide knowledge of availability and suitability of information resources to support the implementation of Montana and MCPS Standards. This is particularly relevant with the Indian Education for All Law.
- Partner in educating students, developing curricula, and integrating resources into teaching and learning.
- Serve as experts in organizing, synthesizing, and communicating information. Acquisition, organization, and dissemination of resources to support the curricular areas through the library media center are cost-effective methods for the entire school district.
- Teach and integrate literature and information skills into the curriculum. They plan and teach collaboratively based on the needs of the student.

(Adapted from ALA statements, and School Libraries Work!, Scholastic Library Publishing, c2008.)

INDIAN EDUCATION FOR ALL

Missoula County Public Schools is committed to developing for all students an understanding of American and Montana Indian people and their histories, fostering respect for their cultures. In view of the unique role of the American Indian peoples in the development of the United States and the experience of Montana tribes in particular, their history and culture will be integrated wherever appropriate in the instruction of MCPS students, in accordance with the state constitution, statues, and curriculum standards.

ESSENTIAL UNDERSTANDINGS REGARDING MONTANA INDIANS

1. There is great diversity among the 12 tribal Nations of Montana in their languages, cultures, histories, and governments. Each Nation has a distinct and unique cultural heritage that contributes to modern Montana.

2. There is great diversity among individual American Indians as identity is developed, defined, and redefined by many entities, organizations, and people. There is a continuum of Indian identity ranging from assimilated to traditional and this is unique to each individual. There is no generic American Indian.

3. The ideologies of Native traditional beliefs and spirituality persist into modern day life as tribal cultures, traditions and languages are still practiced by many American Indian people and are incorporated into how tribes govern and manage their affairs. Additionally, each tribe has their own oral history beginning with their genesis that is a valid as written histories. These histories pre-date the "discovery" of North America.

4. Reservations are land that have been reserved by the tribes for their own use through treaties and was not "given" to them. The principle that land should be acquired from the Indians only through their consent with treaties involved three assumptions:
    a. That both parties to treaties were sovereign powers.
    b. Those Indian tribes had some form of transferable title to the land.
    c. That acquisition of Indian lands was solely a government matter not to be left to individual colonists.

5. There were many federal policies put into place throughout American history that have impacted Indian people and shape who they are today. Much of Indian history can be related through several major federal policy periods.

6. History is a story most often related through the subjective experience of the teller. Histories are being rediscovered and revised. History told from an Indian perspective conflicts with what most of mainstream history tells us.

7. Under the American legal system, Indian tribes have sovereign powers separate and independent from the federal and state governments. However, the extent and breadth of tribal sovereignty is not the same for each tribe.

Missoula County Public Schools

INSTRUCTION 2450

Recognition of American Indian Peoples' Culture and Heritage in the Curriculum Process

The Board fully supports Article X of the Montana Constitution and is actively committed to develop for all students an understanding of American and Montana Indian people and their histories, as well as foster respect for their respective cultures.

Because of the unique position and place in American history, the American Indian peoples' role in the development of the United States, with emphasis on the experience of the Montana Tribes, shall be included wherever appropriate in the instruction of Missoula County Public School students, in accordance with the state Constitution and state standards. Instructions concerning the historic and current roles of Indian people shall be delivered in a respectful, informative, and sensitive manner. When the social studies curriculum and other curricula are updated according to the District's curriculum cycle, the written curriculum shall reflect this policy. Staff development will be provided pertinent to curriculum implementation.

NOTE: The District has nondiscriminatory policies in effect, which may be referenced.

Legal Reference: Art. X, Sec. 1(2), Montana Constitution §§ 20-1-501, et seq., MCA Recognition of American Indian cultural heritage - legislative intent

10.55.603 ARM	Curriculum Development and Assessment
10.55.701 ARM	Board of Trustees
10.55.803 ARM	Learner Access

Policy History:
History of Previous File 2121:
Presented to PN&P Committee for first reading, 3/30/00
Approved First Reading, 4/11/00
Presented to PN&P Committee for second reading, 4/27/00
Revised at C&I Committee, 5/2/00
Adopted on: October 10, 2000
Adopted on: January 14, 2003 (Policy recodified in Series 2000 adoption)

TEACHING ABOUT CONTROVERSIAL ISSUES

Missoula County Public Schools

INSTRUCTION 2330

Academic Freedom

The Board recognizes and supports Academic Freedom as necessary for an environment conducive to the free exchange of ideas and learning.

Academic Freedom is the view that if teachers are to promote the growth of knowledge, they require the freedom to teach and conduct inquiry without fear of sanction or reprisals should they present an unpopular or controversial idea.

Teachers shall help students learn to objectively and respectfully examine differences of opinion, analyze and evaluate facts and their sources, and form their own reasoned judgments about the relative value of competing perspectives.

The Board directs the teaching staff to:

- Refrain from using one's classroom position to promote one's own ideology or any partisan point of view.
- Ensure that issues presented pertain to course objectives.
- Provide students opportunities to develop critical thinking: that is the ability to detect propaganda and to distinguish between fact, opinion and misinformation.
- Respect each student's right to form, choose, hold and/or change an opinion or belief.
- Create an environment in which students are free to form judgments independently.

Any person may file complaints pursuant to this policy through Board Policy 4310P, the uniform grievance procedure.

This policy may not be used to challenge educational materials themselves. Please see:
BP 2313 Dealing with Challenged Educational Resources
BP 2313P Procedure for Dealing with Challenged Educational Resources

Legal Reference: Article X, Sec. 8, Montana Constitution - School district trustees
§ 20-3-324 (16) and (17), MCA Powers and duties

Policy History:

Adopted on: January 14, 2003
Revision presented to PN&P Committee on March 25, 2009
Approved on first reading: May 12, 2009
Posted for public comment until: July 22, 2009
Adopted on second reading: August 11, 200

General Music
Kindergarten

Course Overview:
Kindergarten music provides opportunities for individuals to connect with others in an enjoyable, inclusive environment as they sing, play instruments, and dance. They build the foundation of a musical vocabulary for melody, rhythm, and expressive elements.

Vocabulary:
Audience, Beat, Different, Fast, High, Long, Low, Performer, Same, Short, Singing voice, Slow.

CREATING

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- Generate musical ideas for various purposes and contexts.
- **Enduring Understanding:** The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- **Essential Question:** How do musicians generate creative ideas?

MU:Cr1.1.Ka With guidance, explore and experience music concepts (such as beat and melodic contour).

- I can identify high and low pitches.
- I can identify fast and slow, same and different, loud and quiet and long and short sounds.
- I can recognize and use whisper, speaking, calling, and singing voices.
- I can perform the rhythm of words.
- I can show, say, clap, move, and play a steady beat.

MU:Cr1.1.Kb With guidance, generate musical ideas (such as movements or motives).

- I can create movement to show the direction of the melody (up/down,) the steady beat, loud and quiet, long and short and same and different.
- I can use whisper, speaking, calling, and singing voices at the appropriate time.

Anchor Standard 2: Organize and develop artistic ideas and work.

- Select and develop musical ideas for defined purposes and contexts.
- **Enduring Understanding:** Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- **Essential Question:** How do musicians make creative decisions?

MU:Cr2.1.Ka With guidance, demonstrate and choose favorite musical ideas.

- With teacher guidance, I can choose sounds to accompany stories and songs using instruments or my voice.

MU:Cr2.1.Kb With guidance, organize personal musical ideas using iconic notation and/or recording technology.

- I can follow pictures that show the melodic shape, long and short sounds and high and low sounds in music.
- I can read pictures that show one sound, no sound and two sounds to the beat.
- I can make music that sounds like a picture (i.e., long shapes = long sounds).

Anchor Standard 3: Refine and complete artistic work.

- Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.
- **Enduring Understanding:** Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- **Essential Question:** How do musicians improve the quality of their creative work?

MU:Cr3.1.Ka With guidance, apply personal, peer, and teacher feedback in refining personal musical ideas.

- I can listen to feedback from my teacher about my musical work.
- I can wait for my turn to play.

- Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.
- **Enduring Understanding:** Musicians' presentation of creative work is the culmination of a process of creation and communication.
- **Enduring Question:** When is creative work ready to share?

MU:Cr3.2.Ka With guidance, demonstrate a final version of personal musical ideas to peers.

- I can suggest ways to make my performance better.

PERFORMING

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- Select varied musical work to present based on interest, knowledge, technical skill, and context.
- **Enduring Understanding:** 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.
- **Essential Question:** How do performers select repertoire?

MU:Pr4.1.Ka With guidance, demonstrate and state personal interest in varied musical selections.

- I can sing songs that add on words each time. (cumulative songs)
- I can sing holiday songs.
- I can sing songs from different countries and people.
- I can sing folk songs.
- I can perform singing games.
- I can perform nursery rhymes.
- I can select the appropriate vocal tone color (sing, talk, call, whisper) for our

performance.

- Analyze the structure and context of varied musical works and their implications for performance.
- **Enduring Understanding:** Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- **Essential Question:** How does understanding the structure and context of musical works inform performance?

MU:Pr4.2.Ka With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.

- I can play as loudly or quietly as the other children playing instruments or singing.
- I can watch the teacher to know how and when to play my instrument or sing.
- I can respond to same and different.
- I can identify and use four voices: talking, whispering, calling and singing.

- Develop personal interpretations that consider creators' intent.
- **Enduring Understanding:** Performers make interpretive decisions based on their understanding of context and expressive intent.
- **Essential Question:** How do performers interpret musical works?

MU:Pr4.3.Ka With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.

- I can perform songs using loud/ quiet, fast/slow, and high/low.
- I can perform music using the four voices: talk, whisper, call and sing.
- I can show loud/quiet, fast/slow, high/low, long/short through movement.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- Evaluate and refine personal and ensemble performances, individually or in collaboration with others.
- **Enduring Understanding:** 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.
- **Essential Question:** How do musicians improve the quality of their performance?

MU:Pr5.1.Ka With guidance, apply personal, teacher, and peer feedback to refine performances.

- I can discuss the successes of our performance and share ideas for improving our performance.

MU:Pr5.1.Kb With guidance, use suggested strategies in rehearsal to improve the expressive qualities of music.

- I can watch the teacher to know how and when to sing.
- I can play my part even when other children are singing or playing a different part.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

- Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.
- **Enduring Understanding:** Musicians judge performance based on criteria that vary across time, place, and cultures.
- **Essential Question(s):** When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

MU:Pr6.1.Ka With guidance, perform music with expression.
- I can sing loudly and quietly.

MU:Pr6.1.Kb Perform appropriately for the audience.
- I can sing and play as loudly or quietly as the other performers.
- I can watch the teacher to know how and when to sing and play my instruments.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.
- Choose music appropriate for a specific purpose or context.
- **Enduring Understanding:** Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- **Essential Question:** How do individuals choose music to experience?

MU:Re7.1.Ka With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others.
- I can identify why I might sing a song outside of music class (i.e., lullaby, holiday, game song).

- Analyze how the structure and context of varied musical works inform the response.
- **Enduring Understanding:** Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- **Essential Question:** How does understanding the structure and context of music inform a response?

MU:Re7.2.Ka With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music
- I can recognize and use fast and slow, same and different, loud and quiet and long and short sounds.
- I can recognize and use whisper, speaking, calling, and singing voices.
- I can recognize and use the rhythm of words.
- I can recognize and use a steady beat.
- I can recognize the difference between kinds of music, including Montana American Indian music.

Anchor Standard 8: Interpret intent and meaning in artistic work.

- Support interpretations of musical works that reflect creators'/performers' expressive intent.
- **Enduring Understanding:** Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- **Essential Question:** How do we discern the musical creators' and performers' expressive intent?

MU:Re8.1.Ka With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.

- I can tell when to walk, jog, or gallop by listening to the music.
- I can move to show that I hear the difference between musical timbres.
- I can respond to the expressive qualities in a piece of music.

Anchor Standard 9: Apply criteria to evaluate artistic work.

- Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.
- **Enduring Understanding:** The personal evaluation of musical work(s) and performances(s) is informed by analysis, interpretation, and established criteria.
- **Essential Question:** How do we judge the quality of musical work(s) and performances(s)?

MU:Re9.1.Ka With guidance, apply personal and expressive preferences in the evaluation of music.

- I can tell what I liked about my performance by using phrases such as "I really liked", "next time", and "I was surprised".
- I can tell if a performer used the correct voice (singing vs speaking voice).
- I can use words such high/low, fast/slow, loud/quiet to talk about music from all over the world.
- I can use words such as high/low, fast/slow, loud/quiet to tell what I like about a song.

CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- Synthesize and relate knowledge and personal experiences to make music.
- **Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- **Essential Question:** How do musicians make meaningful connections to creating, performing, and responding?

MU:Cn10.1.Ka Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

- I can explain why I like a song.
- I can explain why to choose a song for a special occasion or person.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical

context to deepen understanding.

- Relate musical ideas and works with varied context to deepen understanding.
- **Enduring Understanding:** Understanding connections to varied contexts and daily life enhances musicians' creating, performing and responding.
- **Essential Question:** How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

MU:Cn11.0.Ka Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

- I can add movements to a song to express the meaning of the music.
- I can tell something important about where a song comes from using ideas that tell who, what, where, how, or why.
- I know when to listen or to clap.
- I can sing many kinds of songs, such as singing games, seasonal, multi-cultural, Native American, and patriotic.

General Music
First Grade

Course Overview:
First Grade Music provides opportunities for individuals to connect with others in an enjoyable, inclusive environment as they sing, play instruments, and dance. Students' vocabulary expands as they learn 3-pitch music notation, rhythmic notation, elemental form, and expanded instrument technique.

Vocabulary:
Conductor, Eighth note, Form, La, Mallet, Mi, Quarter note, Quarter rest, Repeat sign, Rhythm, So.

CREATING

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- Generate musical ideas for various purposes and contexts.
- **Enduring Understanding:** The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- **Essential Question:** How do musicians generate creative ideas?

MU:Cr1.1.1a With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose.

- I can recognize, notate, sing, play, and sign so, mi and la.
- I can show, say, clap, and play quarter and eighth notes and quarter rests.
- I can recognize and use wood, metal and skin timbre.
- I can recognize and show AB and ABA forms.

MU:Cr1.1.1b With limited guidance, generate musical ideas in multiple tonalities (such as major and minor) and meters (such as duple and triple).

- I can create movement to match the feeling of the music.
- I can create movement to show AB and ABA form.
- I can create a story to match the music.
- I can make up a sung response to a question.

Anchor Standard 2: Organize and develop artistic ideas and work.

- Select and develop musical ideas for defined purposes and contexts.
- **Enduring Understanding:** Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- **Essential Question:** How do musicians make creative decisions?

MU:Cr2.1.1a With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent.

- With teacher guidance, I can choose sounds to accompany stories and songs using instruments or my voice.

MU:Cr2.1.1b With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas.

- I can make a picture of simple forms such as AB, and ABA.
- I can write a pattern using ta, ti-ti, and rests.
- I can write patterns using so, la, and mi.

Anchor Standard 3: Refine and complete artistic work.

- Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.
- **Enduring Understanding:** Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- **Essential Question:** How do musicians improve the quality of their creative work?

MU:Cr3.1.1a With limited guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas.

- I can use the feedback from my teacher to evaluate the success of my musical work myself.

- Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.
- **Enduring Understanding:** Musicians' presentation of creative work is the culmination of a process of creation and communication.
- **Enduring Question:** When is creative work ready to share?

MU:Cr3.2.1a With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.

- I can evaluate both my own and my class's performance using standards set by the teacher.

PERFORMING

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- Select varied musical work to present based on interest, knowledge, technical skill, and context.
- **Enduring Understanding:** 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.
- **Essential Question:** How do performers select repertoire?

MU:Pr4.1.1a With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections.

- I can perform singing games, cumulative songs, spirituals, patriotic, seasonal, multi-cultural, and folk songs.

- Analyze the structure and context of varied musical works and their implications for performance.

- **Enduring Understanding:** Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- **Essential Question:** How does understanding the structure and context of musical works inform performance?

MU:Pr4.2.1a With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.

- I can show changes in loud and quiet using movement.
- I can show changes in tempo using movement.
- I can move to AB, ABA, and cumulative songs.
- I can describe various tempos, dynamics, and timbre.
- I can identify the number of phrases in a song.
- I can perform on wood, metal and skin instruments.

MU:Pr4.2.1b When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.

- I can identify ta, ti-ti, and rest in a rhythm pattern.
- I can clap ta, ti-ti, and rest in a rhythm pattern.
- I can read rhythms using ta, ti-ti, and rest.

- Develop personal interpretations that consider creators' intent.
- **Enduring Understanding:** Performers make interpretive decisions based on their understanding of context and expressive intent.
- **Essential Question:** How do performers interpret musical works?

MU:Pr4.3.1a Demonstrate and describe music's expressive qualities (such as dynamics and tempo).

- I can perform songs using loud/ quiet, fast/slow, and high/low.
- I can perform music using wood, metal and skin instruments.
- I can show loud/quiet, fast/slow, high/low, long/short through movement.
- I can perform a steady beat bordun on the barred instruments.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- Evaluate and refine personal and ensemble performances, individually or in collaboration with others.
- **Enduring Understanding:** 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.
- **Essential Question:** How do musicians improve the quality of their performance?

MU:Pr5.1.1a With limited guidance, apply personal, teacher, and peer feedback to refine performances.

- I can share specific ideas for refining our performance reflecting on the quality of singing, accuracy of playing instruments and performance etiquette.

MU:Pr5.1.1b With limited guidance, use suggested strategies in rehearsal to address interpretive

challenges of music.

- I can start a piece watching the cue of a conductor.
- I can perform a song, breathing before every phrase.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

- Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.
- **Enduring Understanding:** Musicians judge performance based on criteria that vary across time, place, and cultures.
- **Essential Question(s):** When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

MU:Pr6.1.1a With limited guidance, perform music for a specific purpose with expression.

- I can perform using appropriate dynamics (loud and quiet.)

MU:Pr6.1.1b Perform appropriately for the audience and purpose.

- I can listen silently and attentively during musical performances, applauding appropriately at the end of the performance.
- I can respond to loud and quiet following a conductor.
- I can sing and play at the appropriate time, using the appropriate dynamic level, with good diction and with positive intent during my performance.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.

- Choose music appropriate for a specific purpose or context.
- **Enduring Understanding:** Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- **Essential Question:** How do individuals choose music to experience?

MU:Re7.1.1a With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes.

- I can identify why I might sing a song outside of music class (i.e., lullaby, holiday, game song).

- Analyze how the structure and context of varied musical works inform the response.
- **Enduring Understanding:** Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- **Essential Question:** How does understanding the structure and context of music inform a response?

MU:Re7.2.1a With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose.

- I can recognize and use so, mi and la.
- I can recognize quarter and eighth notes and quarter rests.

- I can recognize and use wood, metal and skin timbres.
- I can recognize and use AB and ABA forms.
- I can recognize the difference between kinds of music, including Montana American Indian music.

Anchor Standard 8: Interpret intent and meaning in artistic work.

- Support interpretations of musical works that reflect creators'/performers' intent.
- **Enduring Understanding:** Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- **Essential Question:** How do we discern the musical creators' and performers' expressive intent?

MU:Re8.1.1a With limited guidance, demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.

- I can identify changes in tempo using movement.
- I can identify changes in loud and quiet.
- I can identify when there is a steady beat or not.

Anchor Standard 9: Apply criteria to evaluate artistic work.

- Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.
- **Enduring Understanding:** The personal evaluation of musical work(s) and performances(s) is informed by analysis, interpretation, and established criteria.
- **Essential Question:** How do we judge the quality of musical work(s) and performances(s)?

MU:Re9.1.1a With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes.

- I can reflect on my own performance by using phrases such as "I really liked", "next time", "I was surprised" and "because".
- I can show if music has a steady beat.
- I can compare different pieces and decide which is most appropriate for a specific event or occasion and tell why.
- I explain why songs in a performance or in class are my favorite using terms such as high/low, fast/slow, loud/quiet.

CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal experiments to make art.

- Synthesize and relate knowledge and personal experiences to make music.
- **Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- **Essential Question:** How do musicians make meaningful connections to creating, performing, and responding?

MU:Cn10.0.1a Demonstrate how interests, knowledge, and skills relate to personal choices and

intent when creating, performing, and responding to music.

- I can explain why I like a song using words such as high/ low, loud/quiet, beat or rhythm.
- I can explain why I like to perform one part more than another.
- I can explain why to choose a song for a special occasion or person

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.
- Essential Question: How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

MU:Cn11.0.1a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

- I can add movements to a song to express the meaning of the music.
- I can tell something important about where a song comes from using ideas that tell who, what, where, how, or why.
- I can sing many kinds of songs, such as singing games, patriotic, seasonal, multicultural, and folk songs.
- I can tell when I'm listening to Native American music.

General Music
2nd Grade

Course Overview:
Second Grade Music provides opportunities for individuals to connect and collaborate with others in an enjoyable, inclusive environment as they sing, play instruments, and dance. Multi-beat rhythms are addressed and students learn to read pentatonic melodies. Multiple parts are layered to foster student independence and skill.

Vocabulary:
Accent, Bar lines, Bordun, Do, Forte, Glockenspiel, Half note, Half rest, Metallophone, Meter, Piano, Re, Staff, Xylophone.

CREATING
Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- Generate musical ideas for various purposes and contexts.
- **Enduring Understanding:** The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- **Essential Question:** How do musicians generate creative ideas?

MU:Cr1.1.2a Improvise rhythmic and melodic patterns and musical ideas for a specific purpose.

- I can read, notate, and create patterns using do, re, mi on a three line staff.
- I can make up a four beat pitch pattern on a barred instrument using Do, Re, Mi, So, La.
- I can create, say, and play a four beat rhythm using half notes, quarter notes, eighth notes, quarter rests, and half rests.
- I can label metallophones, glockenspiels, and xylophones.
- I can create and play a rhythmic ostinato on a classroom instrument while singing a song.

MU:Cr1.1.2b Generate musical patterns and ideas within the context of a given tonality (such as major and minor) and meter (such as duple and triple).

- I can improvise on the barred instruments ending on do.

Anchor Standard 2: Organize and develop artistic ideas and work.

- Select and develop musical ideas for defined purposes and contexts.
- **Enduring Understanding:** Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- **Essential Question:** How do musicians make creative decisions?

MU:Cr2.1.2a Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.

- I can choose sounds to accompany stories and songs using instruments or my voice.

- I can make and perform a dynamic plan for a song using *piano* and *forte*.
- I can create a four-note pattern-using do, re, mi.

MU:Cr2.1.2b Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas.

- I can make pictures of simple forms such as AB, ABA, and ABC.
- I can write simple so, la, mi and do, re, mi patterns on a three line staff.
- I can write a four beat rhythm pattern using half notes, quarter notes, eighth notes, and quarter rests.

Anchor Standard 3: Refine and complete artistic work.
Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.

- **Enduring Understanding:** Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- **Essential Question:** How do musicians improve the quality of their creative work?

MU:Cr3.1.2a Interpret and apply personal, peer, and teacher feedback to revise personal music.

- I can listen to feedback from my teacher and peers to complete a self-evaluation and integrate their feedback into my musical work.

- Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.
- **Enduring Understanding:** Musicians' presentation of creative work is the culmination of a process of creation and communication.
- **Enduring Question:** When is creative work ready to share?

MU:Cr3.2.2a Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.

- I can evaluate both my own and my class's performance and help create the standards for a successful performance.

PERFORMING
Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- Select varied musical works to present based on interest, knowledge, technical skill, and context.
- **Enduring Understanding:** 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.
- **Essential Question:** How do performers select repertoire?

MU:Pr4.1.2 Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.

- I can perform singing games, cumulative songs, spirituals, patriotic, seasonal, multi-cultural, and folk songs.

- I can select instrumental music for a specific purpose based on tempo and tone color (unpitched families- woods, metals, skins).

- Analyze the structure and context of varied musical works and their implications for performance.
- **Enduring Understanding:** Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- **Essential Question:** How does understanding the structure and context of musical works inform performance?

MU:Pr4.2.2a Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance.

- I can respond to *forte* and *piano* while performing.
- I can show ABC form through movement.
- I can perform a Coda.
- I can identify and perform on unpitched percussion such as wood, metal and skin instruments.
- I can identify and perform on pitched instruments.
- I can sing or speak a simple ostinato while others are singing a song.
- I can recognize and perform music in 2/4, 3/4 and 4/4.

Mu:Pr4.2.2b When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.

- I can name and perform quarter, eighth and half notes and rests when I see or hear them.
- I can identify and notate SLM or MRD on a three line staff.

- Develop personal interpretations that consider creators' intent.
- **Enduring Understanding:** Performers make interpretive decisions based on their understanding of context and expressive intent.
- **Essential Question:** How do performers interpret musical works?

MU:Pr4.3.2 Demonstrate understanding of expressive qualities (such as dynamics and tempo) and creators use them to convey expressive intent.

- I can demonstrate singing with dynamics. (*forte* and *piano*)
- I can use accents when performing music.
- I can sing a suspended pitch to harmonize a song.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- Evaluate and refine personal and ensemble performances, individually or in collaboration with others.
- **Enduring Understanding:** 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.
- **Essential Question:** How do musicians improve the quality of their performance?

MU:Pr5.1.2a Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances.

- I can give constructive criticism after participating in whole class performances and viewing small group performances in my class.

MU:Pr5.1.2b Rehearse, identify, and apply strategies to address interpretive, performance, and technical challenges of music.

- I can perform a song, breathing before each phrase.
- I can perform the following expressive elements: fast/ slow, piano/forte, crescendo/decrescendo, and changing tempos.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

- Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.
- **Enduring Understanding:** Musicians judge performance based on criteria that vary across time, place, and cultures.
- **Essential Question:** When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

MU:Pr6.1.2a Perform music for a specific purpose with expression and technical accuracy.

- I can judge whether a piece is ready for performance by responding to qualities presented by the teacher: appropriate tempo, dynamics and ensemble singing and playing.
- I can identify the appropriate context to perform patriotic, seasonal, multi-cultural, and folk songs.

MU:Pr6.1.2b Perform appropriately for the audience and purpose.

- I can listen silently and attentively during musical performances, supporting the performers with applause and good intent.
- I can follow the conductor to start and end the piece and to sing and play at the appropriate dynamic level with my ensemble.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.

- Choose music appropriate for a specific purpose or context.
- **Enduring Understanding:** Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- **Essential Question:** How do individuals choose music to experience?

MU:Re7.1.2a Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes.

- I can explain what kind of song to use for stories, holidays, and games.

- Analyze how the structure and context of varied musical works inform the response.
- **Enduring Understanding:** Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- **Essential Question:** How does understanding the structure and context of music inform a response?

MU:Re7.2.2a Describe how specific music concepts are used to support a specific purpose in music.

- I can recognize and use patterns using do, re, mi on a three line staff.
- I can recognize and use a four beat rhythm using half notes, quarter notes, eighth notes, quarter rests, and half rests.
- I can recognize and use a rhythmic ostinato on a classroom instrument while singing a song.
- I can recognize the difference between styles of music, including Montana American Indian music

Anchor Standard 8: Interpret intent and meaning in artistic work.

- Support interpretations of musical works that reflect creators'/performers' expressive intent.
- **Enduring Understanding:** Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- **Essential Question:** How do we discern the musical creators' and performers' expressive intent?

MU:Re8.1.2a Demonstrate knowledge of music concepts and how they support creators/performers' expressive intent.

- I can identify and respond when the pulse is even or uneven for expressive intent in a piece of music.
- I can identify when music uses accents for expressive intent.

Anchor Standard 9: Apply criteria to evaluate artistic work.

- Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.
- **Enduring Understanding:** The personal evaluation of musical work(s) and performances(s) is informed by analysis, interpretation, and established criteria.
- **Essential Question:** How do we judge the quality of musical work(s) and performances(s)?

MU:Re9.1.2a Apply personal and expressive preferences in the evaluation of music for specific purposes.

- I can reflect on my own performance by using phrases such as "I really liked", "next time", "I was surprised" and "because".
- I can compare different pieces and decide which is most appropriate for a specific event or occasion and tell why.

- I can explain why songs in a performance or in class are my favorites using grade appropriate musical terms.
- I can use grade appropriate musical terms to support my evaluation of music I hear or perform.

CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- Synthesize and relate knowledge and personal experiences to make music.
- **Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- **Essential Question:** How do musicians make meaningful connections to creating, performing, and responding?

MU:Cn10.1.2a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

- I can explain why I like a song using words such as rhythm, melody, faster, or slower.
- I can explain why I like to perform one part more than another by using words such as fast/slow, piano/forte, rhythm, or pitch.
- I can explain why to choose a song for a special occasion, person, or purpose.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- Relate musical ideas and works with varied context to deepen understanding.
- **Enduring Understanding:** Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.
- **Essential Question:** How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

MU:Cn11.1.2 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

- I can help choose choreography that helps audience understanding of a song when appropriate for the piece.
- I can tell something important about where a song comes from using ideas that tell who, what, where, how, or why.
- I can recognize the difference between styles of music, including Montana American Indian music.
- I can distinguish between a composer, conductor, or performer.

General Music
3rd Grade

Course Overview:
Third Grade students step into music as creators, performers, and responders. Multi-beat rhythm and reading melodic notation is expanded. Students experiment with various musical organizational forms.

Vocabulary:
Canon, Coda, Crescendo, Crossover bordun, Decrescendo, Dotted half note, High Do, Interlude, Introduction, Low La, Low So, Major, Minor, Phrase, Question/Answer, Rondo, Round, Sixteenth Notes, Whole note, Whole rest.

CREATING

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- Generate musical ideas for various purposes and contexts.
- **Enduring Understanding:** The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- **Essential Question:** How do musicians generate creative ideas?

MU:Cr1.1.3a Improvise rhythmic and melodic ideas, and describe connection to specific purpose and context (such as personal and social).

- I can read, notate, and create patterns using low so, low la, high do, and fa on a staff.
- I can create, say, move, and play a rhythm using whole notes, dotted half notes, half notes, quarter notes, eighth notes, sixteenth notes, quarter rests, and half rests, and whole rests.
- I can create a 16-beat measure rhythm with teacher guidance.
- I can use rhythm and pitch to create an introduction, interlude and coda for a piece of music.

MU:Cr1.1.3b Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter.

- I can create an eight-beat rhythmic question or answer with a teacher.
- I can create a four beat pitch pattern using hand signs and solfeggio.
- I can create an eight-beat melody in major and minor.
- I can create a body percussion pattern for music that moves in two or three.
- I can create an S-L-M-R-D pattern when given an assigned eight beat rhythm.

Anchor Standard 2: Organize and develop artistic ideas and work.

- Select and develop musical ideas for defined purposes and contexts.
- **Enduring Understanding:** Musicians' creative choices are influenced by their expertise, context and expressive intent.
- **Essential Question:** How do musicians make creative decisions?

MU:Cr2.1.3a Demonstrate selected musical ideas for a simple improvisation or composition to express intent, and describe connection to a specific purpose and context.

- I can choose sounds to accompany stories and songs using instruments, my voice, and found sounds.
- I can make and perform a dynamic plan for a song using crescendo and decrescendo.
- I can create a song using the rhythm of a poem on unpitched percussion instruments and barred instruments.
- I can create music that expresses the mood of a story or poem.

MU:Cr2.1.3b Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas.

- I can write simple S-L-M-R-D patterns on a treble clef staff.
- I can write a 16-beat rhythm using quarter notes, eighth notes, half notes, sixteenth notes, whole notes and corresponding rests.
- I can create simple forms such as repetition and contrast, AB, ABA, ABC, and Rondo form.

Anchor Standard 3: Refine and complete artistic work.
Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.

- **Enduring Understanding:** Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- **Essential Question:** How do musicians improve the quality of their creative work?

MU:Cr3.1.3a Evaluate, refine, and document revisions to personal musical ideas, applying teacher-provided and collaboratively-developed criteria and feedback.

- I can revise my piece to meet the standards given for my creative work by the teacher.

- Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.
- **Enduring Understanding:** Musicians' presentation of creative work is the culmination of a process of creation and communication.
- **Enduring Question:** When is creative work ready to share?

MU:Cr3.2.3a Present the final version of personal created music to others, and describe connection to expressive intent.

- I can perform my piece and explain why I made my musical choices after my performance.

PERFORMING
Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- Select varied musical work to present based on interest, knowledge, technical skill, and context.

- **Enduring Understanding:** 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.
- **Essential Question:** How do performers select repertoire?

MU:Pr4.1.3a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.

- I can identify and perform holiday, patriotic, seasonal, multi-cultural and folk songs.
- I can select instrumental music for a specific purpose based on tempo, tonality (major and minor) and tone color (unpitched families- woods, metals, skins)

- Analyze the structure and context of varied musical works and their implications for performance.
- **Enduring Understanding:** Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- **Essential Question:** How does understanding the structure and context of musical works inform performance?

MU:Pr4.2.3a Demonstrate understanding of the structure in music selected for performance.

- I can identify and perform introduction, interlude and coda.
- I can identify and perform in Rondo form.
- I can perform canons/rounds.
- I can label same and different music with alphabet letters, such as A, B, C, etc.
- I can perform music in major and minor.

MU:Pr4.2.3b When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation.

- I can sing D'- SLMRD-S, L, patterns when my teacher points to steps on the solfege ladder.
- I can name quarter notes, half notes, dotted half notes, eighth notes, sixteenth notes, whole notes, quarter rests, half rests and whole rests when I see or hear them.
- I can label a melody that moves by step, skip or repeat when I listen to a song or sing a song.
- I can identify steps, skips and repeats when I see them on a treble clef staff.
- I can read rhythms with the correct rhythm syllables.
- I can identify and notate SLMRD on the treble clef staff.
- I can sing SLMRD patterns on the treble clef staff.

MU:Pr4.2.3c Describe how context (such as personal and social) can inform a performance.

- I can perform holiday, patriotic, seasonal, classical, multi-cultural, and folk songs.

- Develop personal interpretations that consider creators' intent.

- **Enduring Understanding:** Performers make interpretive decisions based on their understanding of context and expressive intent.
- **Essential Question:** How do performers interpret musical works?

MU:Pr4.3.1a Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo).

- I can demonstrate singing with dynamics. (forte and piano; crescendo and decrescendo)
- I can play accents.
- I can play at the appropriate dynamic level with my ensemble.
- I can respond to forte and piano following a conductor
- I can start a piece watching the cue of a conductor.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- Evaluate and refine personal and ensemble performances, individually or in collaboration with others.
- **Enduring Understanding:** 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.
- **Essential Question:** How do musicians improve the quality of their performance?

MU:Pr5.1.3a Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy of ensemble performances.

- I can give constructive criticism after viewing small group performances in my class.

MU:Pr5.1.3b Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges.

- I can improve various aspects of my class's performance with teacher directions

Anchor Standard 6: Convey meaning through the presentation of artistic work.

- Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.
- **Enduring Understanding:** Musicians judge performance based on criteria that vary across time, place, and cultures.
- **Essential Question:** When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

MU:Pr6.1.3a Perform music with expression and technical accuracy.

- I can identify the qualities that show that a piece is ready for performance.
- I can identify the appropriate context to perform patriotic, seasonal, multi-cultural, and folk songs.

MU:Pr6.1.3b Demonstrate performance decorum and audience etiquette appropriate for the context and venue.

- I can listen silently and attentively during musical performances.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.

- Choose music appropriate for a specific purpose or context.
- **Enduring Understanding:** Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- **Essential Question:** How do individuals choose music to experience?

MU:Re7.1.3a Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes.

- I can explain why a song is written in major or minor.
- I can explain why a song is selected for a story, holiday, or game.
- I can explain why a song uses *p, mp, mf,* and *f.*

- Analyze how the structure and context of varied musical works inform the response.
- **Enduring Understanding:** Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- **Essential Question:** How does understanding the structure and context of music inform a response?

MU:Re7.2.3a Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social).

- I can describe the mood created by a piece of music and list musical characteristics that create that mood.
- I can recognize and use patterns using low so, low la, high do, and fa on a staff.
- I can recognize and use a rhythm using whole notes, dotted half notes, half notes, quarter notes, eighth notes, sixteenth notes, quarter rests, and half rests, and whole rests.
- I can show where an introduction, interlude and coda occur in a piece of music.
- I can tell about the historical or cultural origins of a song, including Montana American Indian music.

Anchor Standard 8: Interpret intent and meaning in artistic work.

- Support interpretations of musical works that reflect creators'/performers' expressive intent.
- **Enduring Understanding:** Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- **Essential Question:** How do we discern the musical creators' and performers' expressive intent?

MU:Re8.1.3a Demonstrate and describe how the expressive qualities (such as dynamics and tempo) are used in performers' interpretations to reflect expressive intent.

- I can discuss why composers may use rhythms in their music, such as sixteenth notes, eighth notes, quarter notes, half notes, and whole notes.

- I can identify when music uses fermatas, decrescendo, and crescendo.

Anchor Standard 9: Apply criteria to evaluate artistic work.

- Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.
- **Enduring Understanding:** The personal evaluation of musical work(s) and performances(s) is informed by analysis, interpretation, and established criteria.
- **Essential Question:** How do we judge the quality of musical work(s) and performances(s)?

MU:Re9.1.3a Evaluate musical works and performances, applying established criteria, and describe appropriateness to the content.

- I can reflect on my own performance by using phrases such as "I really liked", "next time", "I was surprised" and "because".
- I can compare different pieces and decide which is most appropriate for a specific event or occasion and tell why.
- I can explain why songs in a performance or in class are my favorite using grade appropriate musical terms.
- I can use grade appropriate musical terms to support my evaluation of music I hear or perform.

CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- Synthesize and relate knowledge and personal experiences to make music.
- **Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- **Essential Question:** How do musicians make meaningful connections to creating, performing, and responding?

MU:Cn10.0.3a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

- I can explain why I like a song using words such as major and minor.
- I can explain why I prefer to perform one part over another addressing areas such as pitch, rhythm, or modality.
- I can perform in a style that matches the composer's intent.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- Relate musical ideas and works with varied context to deepen understanding.
- **Enduring Understanding:** Understanding connections to varied contexts and daily life enhances musicians' creating, performing and responding.
- **Essential Question:** How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

MU:Cn11.0.3a Demonstrate understanding of relationships between music and the other arts,

other disciplines, varied contexts, and daily life.

- I can create choreography that helps audience understanding of a song when appropriate for the piece.
- I can describe/write interesting facts about songs, such as who, what, where, how, and why.
- I can explain why a song is used for specific purposes.
- I can describe the connection between music I hear or perform and experiences in my life.
- I can recognize differences between styles of music, including Montana American Indian music.

General Music
4th Grade

Course Overview:
Fourth Grade music emphasizes a hands-on approach to music-making and study. Collaboration increases in small group creation and large group improvisation. Rhythmic complexity increases with the addition of syncopated rhythms and compound meter. Students begin recorder study and reading treble clef pitch names.

Vocabulary:
Accelerando, Compound meter, D.C. al fine, Eighth rest, Fortissimo, Improvise, Instrument families, Musical, Pianissimo, Pow wow, Recorder, Ritardando, Scale, Syncopation, Treble clef, 12 Bar blues.

CREATING
Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- Generate musical ideas for various purposes and contexts.
- **Enduring Understanding:** The creative ideas concepts and feelings that influence musicians' work emerge from a variety of sources.
- **Essential Question:** How do musicians generate creative ideas?

MU:Cr1.1.4a Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural).

- I can read, notate, and create patterns using S, L, DRMFSLTD' on a staff.
- I can read, notate, and create patterns using note names on the treble clef staff.
- I can create, say, move, and play a rhythm using whole notes, dotted half notes, half notes, quarter notes, eighth notes, sixteenth notes, triplets, syncopation, quarter rests, and half rests, and whole rests.
- I can create an eight-measure rhythm.
- I can improvise in swing jazz style on the soprano recorder.

MU:Cr1.1.4b Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within related tonalities (such as major and minor) and meters.

- I can create and play musical answers to questions on a pitched or unpitched instrument with a partner.
- I can create and play a melodic ostinato pattern on a pitched instrument.
- I can create a melodic question ending on so and an answer ending on do.
- I can create a rhythmic question or answer in compound meter.

Anchor Standard 2: Organize and develop artistic ideas and works.

- Select and develop musical ideas for defined purposes and contexts.
- **Enduring Understanding:** Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- **Essential Question:** How do musicians make creative decisions?

MU:Cr2.1.4a Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and content

- I can create my own music or make changes to someone else's composition to go with a story or play.
- I can make and perform a dynamic plan for a song using pianissimo and fortissimo.
- I can create music that expresses the mood of a story or poem using major or minor.

MU:Cr2.1.4b Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas.

- I can make up a song (and write it down) using iconic notation.
- I can create a piece for an instrument (and write it down) using iconic notation.
- I can create simple forms such as repetition and contrast, AB, ABA, ABC Rondo form, AA'A.

Anchor Standard 3: Refine and complete artistic work.

- Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.
- **Enduring Understanding:** Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- **Essential Question:** How do musicians improve the quality of their creative work?

MU:Cr3.1.4a Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback to show improvement over time.

- I can determine what changes are needed in my piece to meet the standards given for the creative work by the teacher.

- Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.
- **Enduring Understanding:** Musicians' presentation of creative work is the culmination of a process of creation and communication.
- **Enduring Question:** When is creative work ready to share?

MU:Cr3.2.4a Present the final version of personal created music to others, and explain connection to expressive intent.

- I can perform my piece and describe how I met the standards of the creative work assignment.

PERFORMING

Anchor Standard 4:

Select, analyze, and interpret artistic work for presentation.

- Select varied musical works to present based on interest, knowledge, technical skill, and context.

- **Enduring Understanding:** 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.
- **Essential Question:** How do performers select repertoire?

MU:Pr4.1.4a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.

- I can identify and perform holiday, patriotic, seasonal, multi-cultural and folk songs and select songs and music for each occasion appropriately.
- I can select instrumental music for a specific purpose based on tempo, tonality (major and minor) and tone color (instruments families of the orchestra).

- Analyze the structure and context of varied musical works and their implications for performance.
- **Enduring Understanding:** Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- **Essential Question:** How does understanding the structure and context of musical works inform performance?

MU:Pr4.2.4a Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance.

- I can recognize and label phrase form (aaba')
- I can sing partner songs.
- I can perform a 12 bar blues.
- I can play melodic and rhythmic ostinati on instruments.
- I can perform questions and answers with body percussion, barred instruments and soprano recorders.
- I can identify and perform A' in an ABA' form

MU:Pr4.2.4b When analyzing selected music, read and perform using iconic and/or standard notation.

- I can identify and perform syncopated (eighth-quarter-eighth) rhythms.
- I can identify and perform triplet rhythms.
- I can perform rhythms that include an eighth note rest.
- I can read rhythms in 6/8 meter.
- I can perform BAGEDC' melodies on the soprano recorder.
- I can read music on the treble clef staff.
- I can read musical signs and symbols and use them when I play and sing. (bar lines, time signature, D.C. al Fine, repeat signs, dynamic markings, tempo markings)

MU:Pr4.2.4c Explain how context (such as social and cultural) informs a performance.

- I can perform holiday, patriotic, seasonal, classical, multi-cultural, and folk songs and select songs and music for each occasion appropriately.

- I can perform an Intertribal and round dance with pow-wow music and describe the vocal style used in pow-wow songs.

- Develop personal interpretations that consider creators' intent.
- **Enduring Understanding:** Performers make interpretive decisions based on their understanding of context and expressive intent.
- **Essential Question:** How do performers interpret musical works?

MU:Pr4.3.4a Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, and timbre).

- I can demonstrate singing with dynamics. (forte and piano; crescendo and decrescendo; pianissimo and fortissimo)
- I can perform music using accelerando and ritardando.
- I can sing in the correct style in a song.
- I can play with expression on many kinds of instruments.
- I can interpret musical signs and symbols and use them when I play and sing.
- I can show different qualities about music through movement and acting.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- Evaluate and refine personal and ensemble performances, individually or in collaboration with others.
- **Enduring Understanding:** 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.
- **Essential Question:** How do musicians improve the quality of their performance?

MU:Pr5.1.4a Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances.

- I can evaluate a small group performance using a teacher-supplied rubric.

MU:Pr5.1.4b Rehearse to refine technical accuracy and expressive qualities, and address performance challenges.

- I can identify areas that need to be rehearsed in my class's performance.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

- Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.
- **Enduring Understanding:** Musicians judge performance based on criteria that vary across time, place, and cultures.
- **Essential Question(s):** When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

MU:Pr6.1.4a Perform music, alone or with others, with expression, and technical accuracy, and appropriate interpretation.

- I can identify the qualities that show that a solo or ensemble piece ready for performance.

- I can identify the appropriate context to perform patriotic, seasonal, multi-cultural, including pow wow and 12-bar blues, and folk song.

MU:Pr6.1.4b Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre.

- I can show appropriate concert behavior when listening to the music performed in a concert hall.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.

- Choose music appropriate for a specific purpose or context.
- **Enduring Understanding:** Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- **Essential Question:** How do individuals choose music to experience?

MU:Re7.1.4 Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

- I can explain how a song is used in everyday life.
- I can explain how folksongs originate.
- I can explain the origin of spirituals.
- I can explain how pow wow music is used.

- Analyze how the structure and context of varied musical works inform the response.
- **Enduring Understanding:** Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- **Essential Question:** How does understanding the structure and context of music inform a response?

MU:Re7.2.4a Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural).

- I can describe the mood created by a piece of music and list musical characteristics that create that mood.
- I can listen to many different styles of music and decide what the original purpose of the music might be based on elements in the music.
- I can recognize and use patterns using S, L, DRMFSLTD' on a staff.
- I can recognize and use patterns using note names on the treble clef staff.
- I can recognize and use rhythms using whole notes, dotted half notes, half notes, quarter notes, eighth notes, sixteenth notes, triplets, syncopation, quarter rests, and half rests, and whole rests.
- I can recognize and use in swing jazz style on the soprano recorder.
- I can recognize and describe elements of traditional pow wow music, including Montana American Indian music.

Anchor Standard 8: Interpret intent and meaning in artistic work.

- Support interpretations of musical works that reflect creators'/performers' intent.
- **Enduring Understanding:** Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- **Essential Question:** How do we discern the musical creators' and performers' expressive intent?

MU:Re8.1.4a Demonstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers' and personal interpretations to reflect expressive intent.

- I can identify when music uses crescendo, decrescendo, accelerando, ritardando, and accents to express the composers' intent.

Anchor Standard 9: Apply criteria to evaluate artistic work.

- Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.
- **Enduring Understanding:** The personal evaluation of musical work(s) and performances(s) is informed by analysis, interpretation, and established criteria.
- **Essential Question:** How do we judge the quality of musical work(s) and performances(s)?

MU:Re9.1.4a Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context.

- I can reflect on my own performance by using phrases such as "I really liked", "next time", "I was surprised" and "because".
- I can compare different pieces and decide which is most appropriate for a specific event or occasion and tell why.
- I explain why songs in a performance or in class are my favorite by using musical terms such as grade appropriate musical terms..
- I can use grade appropriate musical terms to support my evaluation of music I hear or perform.

CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- Synthesize and relate knowledge and personal experiences to make music.
- **Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- **Essential Question:** How do musicians make meaningful connections to creating, performing, and responding?

MU:Cn10.0.4a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

- I can explain why I like a song using words such as syncopation and meter.
- I can explain why I prefer to perform one part over another addressing areas such as pitch, rhythm, or modality.
- I can choose a performance style and explain why it is a good choice.

Anchor Standard 11: Relate musical ideas and works with societal, cultural, and historical context to deepen understanding.

- Relate musical ideas and works with varied context to deepen understanding.
- **Enduring Understanding:** Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.
- **Essential Question:** How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

MU:Cn11.0.4a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

- I can create choreography that helps audience understanding of a song when appropriate for the piece.
- I can describe/write interesting facts about songs, such as who, what, where, how, and why.
- I know what audience response is appropriate with different styles of music.
- I can describe the connection between music I hear or perform and experiences in my life.
- I can find similarities between music and other arts, such as visual art, media art, drama, and dance.
- I can describe the connection between music I hear or perform and experiences in my life.
- I can recognize differences between styles of music including Montana American Indian music.

General Music
5th Grade

Course Overview:
Fifth Grade music students begin elemental composition using elements such as chord progression, theme and variation, and mixed meter. Complexity of rhythm and melody increases.

Vocabulary:
Chord, Descant, Dotted quarter, Flat, Legato, Mezzo, Mixed meter, Sharp, Sixteenth/Eighth note Combinations, Staccato, Theme, Variation, 1st and 2nd ending.

CREATING
Anchor Standard 1: Generate and conceptualize artistic ideas and works.

- Generate musical ideas for various purposes and contexts.
- **Enduring Understanding:** The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- **Essential Question:** How do musicians generate creative ideas?

MU:Cr1.1.5a Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).

- I can read patterns using sharps and flats on the treble clef staff.
- I can create, say, move, and play a rhythm using whole notes, dotted half notes, half notes, quarter notes, eighth notes, sixteenth notes, triplets, eighth/sixteenth note combinations, dotted quarter notes, quarter rests, and half rests, and whole rests.
- I can create an eight-measure melody using suggested rhythm.
- I can create variations on a theme.

MU:Cr1.1.5b Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes.

- I can create and play musical answers to questions that reflect the same style.
- I can improvise or compose on a recorder using the pentatonic scale.
- I can improvise or compose a variation on a theme.

Anchor Standard 2: Organize and develop artistic ideas and work.

- Select and develop musical ideas for defined purposes and contexts.
- **Enduring Understanding:** Musicians' creative choices are influenced by their expertise, context and expressive intent.
- **Essential Question:** How do musicians make creative decisions?

MU:Cr2.1.5a Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context.

- I can create a story to accompany my music composition.

- I can make and perform a dynamic plan for a song using *mezzo-piano* and *mezzo-forte*.

MU:Cr2.1.5b Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas.

- I can create a song (and write it down) using specified guidelines.
- I can create a piece for an instrument (and write it down) using specified guidelines.
- I can create simple forms such as repetition and contrast, AB, ABA, ABC Rondo form, AA'A, and theme and variations.

Anchor Standard 3: Refine and complete artistic work.

- Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.
- **Enduring Understanding:** Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- **Essential Question:** How do musicians improve the quality of their creative work?

MU:Cr3.1.5a Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback, and explain rationale for changes.

- I can make rhythmic and melodic revisions to my piece to meet my own standards and explain my rationale for the changes in musical terms.

- Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.
- **Enduring Understanding:** Musicians' presentation of creative work is the culmination of a process of creation and communication.
- **Enduring Question:** When is creative work ready to share?

MU:Cr3.2.5b Present the final version of personal created music to others that demonstrates craftsmanship, and explain connection to expressive intent.

- I can perform my piece and explain my musical choices as well as receive feedback on the quality of my performance.

PERFORMING

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- Select varied musical work to present based on interest, knowledge, technical skill, and context.
- **Enduring Understanding:** 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.
- **Essential Question:** How do performers select repertoire?

MU:Pr4.1.5a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context, as well as their personal and others' technical skill.

- I can identify and perform holiday, patriotic, seasonal, multi-cultural, folk songs and popular music and select songs and music for each occasion appropriately.
- I can select instrumental music for a specific purpose based on tempo, expressive marks (accents, legato, staccato), dynamics, tonality (major and minor) and tone color (instruments families of the orchestra and folk instruments).

- Analyze the structure and context of varied musical works and their implications for performance.
- **Enduring Understanding:** Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- **Essential Question:** How does understanding the structure and context of musical works inform performance?

MU:Pr4.2.5a Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.

- I can perform in Theme and Variations form.
- I can recognize a first and second ending.
- I can accompany a song with the roots of I-IV-V chords.
- I can perform mixed meter songs and pieces.
- I can sing descant lines.

MU:Pr4.2.5b When analyzing selected music, read and perform using standard notation.

- I can identify and perform dotted quarter note-eighth note rhythms.
- I can identify and perform eighth-sixteenth note combinations.
- I can perform music in mixed or compound meter.
- I can perform BAGED, C'D', F# C F on the soprano recorder using the treble staff.

MU:Pr4.2.5c Explain how context (such as social, cultural, and historical) informs performances.

- I can perform holiday, patriotic, seasonal, classical, multi-cultural, folk songs, and popular music and select songs and music for each occasion appropriately.

- Develop personal interpretations that consider creators' intent.
- **Enduring Understanding:** Performers make interpretive decisions based on their understanding of context and expressive intent.
- **Essential Question:** How do performers interpret musical works?

MU:Pr4.3.5a Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).

- I can perform using dynamics (forte and piano; crescendo and decrescendo; pianissimo, fortissimo and mezzo forte).
- I can select simple, broken, level, rhythmic, or crossover bordun to accompany a piece.
- I can perform I-V, I-IV-V and I-VII ostinati to accompany a song.
- I can play instruments in varied ensembles.
- I can sing with correct diction, pitch and rhythm.

- I can breathe in the correct places between phrases in a song.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- Evaluate and refine personal and ensemble performances, individually or in collaboration with others.
- **Enduring Understanding:** 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.
- **Essential Question:** How do musicians improve the quality of their performance?

MU:Pr5.1.5a Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.

- I can evaluate my small group or solo performance using a teacher supplied rubric.

MU:Pr5.1.5b Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time.

- I can identify areas that need improvement and suggest ways to improve my class's performance.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

- Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.
- **Enduring Understanding:** Musicians judge performance based on criteria that vary across time, place, and cultures.
- **Essential Question(s):** When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

MU:Pr6.1.5a Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.

- I can compare qualities in different solo and ensemble pieces that show that a piece is ready for performance.
- I can identify the appropriate context to perform patriotic, seasonal, multi-cultural, folk, and popular songs.

MU:Pr6.1.5b Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.

- I can list the differences in audience etiquette when comparing concert hall and popular music performances.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.

- Choose music appropriate for a specific purpose or context.
- **Enduring Understanding:** Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- **Essential Question:** How do individuals choose music to experience?

MU:Re7.1.5a Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

- I can give specific examples of how a song may be used (such as coyote songs in the winter, minor songs for a scary story, rhythms/melodies that illustrate a particular non-musical concept).

- Analyze how the structure and context of varied musical works inform the response.
- **Enduring Understanding:** Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- **Essential Question:** How does understanding the structure and context of music inform a response?

MU:Re7.2.5a Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical).

- I can describe the mood created by a piece of music and list musical characteristics that create that mood.
- I can listen to many different styles of music and decide what the original purpose of the music might be based on elements in the music.
- I can recognize and use patterns using sharps and flats on the treble clef staff.
- I can recognize and use rhythms using whole notes, dotted half notes, half notes, quarter notes, eighth notes, sixteenth notes, triplets, eighth/sixteenth combinations, dotted quarter notes, quarter rests, and half rests, and whole rests.
- I can recognize and use variations on a theme.
- I can recognize and describe elements of Montana American Indian music including traditional powwow music.

Anchor Standard 8: Interpret intent and meaning in artistic works.

- Support interpretations of musical works that reflect creators'/performers' intent.
- **Enduring Understanding:** Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- **Essential Question:** How do we discern the musical creators' and performers' expressive intent?

MU:Re8.1.5a Demonstrate and explain how the expressive qualities (such as dynamics, tempo, timbre, and articulation) are used in performers' and personal interpretations to reflect expressive intent.

- I can identify when music uses crescendo, decrescendo, accelerando, ritardando, accents, or legato to express the composer's intent.

Anchor Standard 9: Apply criteria to evaluate artistic work.

- Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

- **Enduring Understanding:** The personal evaluation of musical work(s) and performances(s) is informed by analysis, interpretation, and established criteria.
- **Essential Question:** How do we judge the quality of musical work(s) and performances(s)?

MU:Re9.1.5a Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.

- I can reflect on my own performance by using phrases such as "I really liked", "next time", "I was surprised" and "because".
- I can compare different pieces and decide which is most appropriate for a specific event or occasion and tell why.
- I explain why songs in a performance or in class are my favorite by using grade appropriate musical terms.
- I can give positive and constructive comments using musical terms to evaluate music I hear or perform.

CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal knowledge and personal experiences to make art.

- Synthesize and relate knowledge and personal experiences to make music.
- **Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- **Essential Question:** How do musicians make meaningful connections to creating, performing, and responding?

MU:Cn10.0.5a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

- I can explain why I prefer one variation over another in theme and variation form.
- I can explain why I prefer one style of music over another.
- I can perform in a style and explain why it is a good choice.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- Relate musical ideas and works with varied context to deepen understanding.
- **Enduring Understanding:** Understanding connections to varied contexts and daily life enhances musicians' creating, performing and responding.
- **Essential Question:** How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

MU:Cn11.0.5a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

- I can create choreography that helps audience understanding of a song when appropriate for the piece.
- I can describe/write interesting facts about songs, such as who, what, where, how, and why.

- I know what audience response is appropriate with different styles of music.
- I can represent themes or sections of music using arts such as drama, visual art, dance, or writing and describe elements of each that are similar.
- I can describe a connection between music I hear or perform and experiences in my life.
- I can find similarities between music and other arts, such as visual art, media art, drama, and dance.
- I can list jobs in music, art, dance, and drama.
- I can recognize differences between styles of music including Montana American Indian music.

5th Grade Band

Course Overview:
Fifth Grade Band is designed to help students learn the fundamentals of playing a wind or percussion instrument, thus providing a solid foundation for future musical growth.
This course curriculum is based on the National Core Arts Standards.

Vocabulary:
Accent, Allegro, Andante, Articulation, Compositions, Crescendo, Da Capo, Dal Segno, Decrescendo, Diminuendo, Dynamics, Endings, Ensemble, Fine, Forte, Improvise, Largo, Mezzo, Mezzo Forte, Mezzo Piano, Moderato, Piano, Refine, Repertoire, Ritardando, Slur, Slur and Tie, Solo, Staccato, Standard Notation, Style, Teacher-Provided Criteria, Technique, Tempo, Tonguing, Unison.

CREATING
Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- Generate musical ideas for various purposes and contexts.
- **Enduring Understanding:** The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- **Essential Question:** How do musicians generate creative ideas?

MU:Cr1.1.E.5a Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.

- Students improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys.
    - I can communicate a musical idea using call and response on my instrument.
    - I can complete a melodic phrase within a given key.
    - I can perform rhythmic variations on a simple melody.
    - I can improvise a 4 beat rhythm.
    - I can communicate a musical idea using solo/soli form.

Anchor Standard 2: Organize and develop artistic ideas and works.

- Select and develop musical ideas for defined purposes and contexts.
- **Enduring Understanding:** Musicians' creative choices are influenced by their expertise, context and expressive intent.
- **Essential Question:** How do musicians make creative decisions?

MU:Cr2.1.E.5a Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.

- Students record an improvisation using recording technology.
    - I can practice and record an improvisation using the first 5 notes I have learned on my instrument.
    - I can listen to my improvisation and then record changes to my improvisation.

MU:Cr2.1.E.5b Preserve draft compositions and improvisations through standard notation and

audio recording.

- Students notate an original composition.
    - I can create an original melody, using the notes learned in class.
    - I can label the note names for my melody.
    - I can speak the rhythm of my composition using the designated counting system or syllables.
    - I can use and describe the dynamics used in my melody.
    - I can successfully complete the Essential Elements creativity exercises when assigned.

Anchor Standard 3: Refine and complete artistic work.

- Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.
- **Enduring Understanding:** Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- **Essential Question:** How do musicians improve the quality of their creative work?

MU:Cr3.1.E.5a Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria.

- I can listen to my recording and discuss what I like about my original work using musical vocabulary.
- I can describe the musical elements that I used in my composition or improvisation.
- I can identify ways to change my original work to make it sound the way I want.

- **Enduring Understanding:** Musicians' presentation of creative work is the culmination of a process of creation and communication.
- **Essential Question:** When is creative work ready to share?

MU:Cr3.2.E.5a Share personally developed melodic and rhythmic ideas or motives - individually or as an ensemble - that demonstrate understanding of characteristics of music or texts studied in rehearsal.

- I can perform my original music individually or in a group.
- I can record my original composition or improvisation.

PERFORMING

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- Select varied musical works to present based on interest, knowledge, technical skill, and context.
- **Enduring Understanding:** 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.
- **Essential Question:** How do performers select repertoire?

MU:Pr4.1.E.5a Select varied repertoire to study based on interest, music reading skills (where

appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.

- Students will know why repertoire is selected for study and performances.
    - I can understand why the music being studied has been chosen.
    - I can provide an appropriate program order from the music selected.

- Analyze the structure and context of varied musical works and their implications for performance.
- **Enduring Understanding:** Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- **Essential Question:** How does understanding the structure and context of musical works inform performance?

MU:Pr4.2.E.5a Demonstrate, using music-reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.

- Students will develop the necessary skills, knowledge, and affect needed to perform a specific composition with understanding.
    - I know the story behind the composition we are performing.
    - I am aware of who the composer is and what her/his intention within the composition.
    - I can create my own story line for the piece we are performing. (From the title of the work and the way the music feels)

- Develop personal interpretations that consider creators' intent.
- **Enduring Understanding:** Performers make interpretive decisions based on their understanding of context and expressive intent.
- **Essential Question:** How do performers interpret musical works?

MU:Pr4.3.E.5a Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.

- Students perform a given piece of music with technical accuracy and appropriate expression.
    - I can perform a phrase of music as intended by the composer.
    - I can articulate in the style intended by the composer.
    - I can use dynamics in expressing the meaning of the music.
    - I can improvise basic melodies using set rhythmic and note guidelines.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- Evaluate and refine personal and ensemble performances, individually or in collaboration with others.
- **Enduring Understanding:** 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.
- **Essential Question:** How do musicians improve the quality of their performance?

MU:Pr5.1.E.5a Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.

- Students will demonstrate proper fundamentals on their instrument.
    - I can assemble my instrument.
    - I can show proper care of my instrument.
    - I can demonstrate the appropriate embouchure.
    - I can perform with proper playing position (hand).
    - I can demonstrate appropriate posture for a wind instrument.
    - I can demonstrate proper breathing techniques.
    - I can demonstrate appropriate tone.
    - I can demonstrate appropriate and varied articulation through a legato approach.
    - I can tune my instrument.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

- Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.
- **Enduring Understanding:** Musicians judge performance based on criteria that vary across time, place, and cultures.
- **Essential Question(s):** When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

MU:Pr6.1.E.5a Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.

- Students will read and notate music within the following specifications:
    - I can read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4 using the following strategies:
        - I can physically demonstrate pulse within music as I perform.
        - I can clearly state how to use a metronome as a practice tool.
        - I can demonstrate an accurate conducting pattern for time signatures of 2/4, 3/4, and 4/4 times.
        - I can count out loud using a numeric/syllabic counting system.
    - I can know the order of flats and sharps.
    - I can define the transposition for my instrument.
    - I can identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
    - I can demonstrate the ability to play fast and slow.
    - I can demonstrate the ability to play loud and soft.

MU: Pr6.1.E.5b Demonstrate an awareness of the context of the music through prepared and improvised performances.

- I can sight-read, accurately and expressively, music at an appropriate level.
- I can successfully learn and perform a solo for the Solo Day Festival.
- I can watch my conductor while playing and clearly understand what my conductor is asking me to do while performing.
- I can demonstrate concert etiquette as a performer and listener:

- Appropriate attire as specified by the director, timeliness, and courtesy towards the audience and performers.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.

- Choose music appropriate for specific purposes or contexts.
- **Enduring Understanding:** Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- **Essential Question:** How do individuals choose music to experience?

MU:Re7.1.E.5a Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.

- Students will know why repertoire is selected for study and performance.
    - I can understand why the music being studied has been chosen.
    - I can provide an appropriate program order from the music selected.

- Analyze how the structure and context of varied musical works inform the response.
- **Enduring Understanding:** Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- **Essential Question:** How does understanding the structure and context of music inform a response?

MU:Re7.2.E.5a Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.

- Students will develop the necessary skills, knowledge, and affect needed to perform a specific composition with understanding.
    - I know the story behind the composition we are performing.
    - I am aware of who the composer is and what her/his intention within the composition.
    - I can create my own story line for the piece we are performing. (From the title of the work and the musical elements contained in the piece.)

Anchor Standard 8: Interpret intent and meaning in artistic work.

- Support an interpretation of musical work that reflects creators'/performers' expressive intent.
- **Enduring Understanding:** Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- **Essential Question:** How do we discern the musical creators' and performers' expressive intent?

MU:Re8.1.E.5a Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text.

- Students perform a given piece of music with technical accuracy and appropriate expression.

- I can perform a phrase of music as intended by the composer.
- I can articulate in the style intended by the composer.
- I can use dynamics in expressing the meaning of the music.

Anchor Standard 9: Apply criteria to evaluate artistic work.

- Support personal evaluation of musical works and performance(s) based on analysis, interpretation, and established criteria.
- **Enduring Understanding:** The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
- **Essential Question:** How do we judge the quality of musical work(s) and performance(s)?

MU:Re9.1.E.5a Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.

- Students will explain the influence that experiences and context have on our response to music.
  - I can draw upon my own experiences when deciding on the quality and effectiveness of music.
  - I can evaluate a performance as a performer within the ensemble.

CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- Synthesize and relate knowledge and personal experiences to make music.
- **Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- **Essential Question:** How do musicians make meaningful connections to creating, performing, and responding?

MU:Cn10.0.E.5a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

- Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music (e.g., language arts: issues to be considered in setting texts to music; mathematics; frequency ratios of intervals; sciences; the human hearing process and hazards to hearing; social studies: historical and social events and movements chronicles in or influenced by musical work).
  - I can be open to changing my opinion of a piece of music after I have experienced performing it.
  - I can rate my experience of learning and enjoying a piece of music from initial reading to completed performance.
  - I can find common elements between music I enjoy and music from other cultures, eras, and origins.
  - I can identify opportunities to perform and hear music in the community and beyond.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- Relate musical ideas and works with varied context to deepen understanding.
- **Enduring Understanding:** Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.
- **Essential Question:** How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

MU:Cn11.0.E.5a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

- Students compare in two or more arts how the characteristic materials of each art (that is, sound in music, visual stimuli in visual arts, movement in dance, and human interrelationships in theatre) can be used to transform similar events, scenes emotions, or ideas into works of art.
    - I can identify different styles of music, including those from Montana American Indian cultures.
    - I can draw connections between music and other art forms.
    - I can compare and contrast my role in music vs the role of musicians from other cultures.

5th Grade Orchestra

Course Overview:
Fifth Grade Orchestra is designed to help students learn the fundamentals of playing a string instrument, thus providing a solid foundation for future musical growth. This course curriculum is based on the National Core Arts Standards.

Vocabulary:
Arco, Bow, Bridge, Chin Rest, Down Bow, End Pin, Forte, Legato, Melody, Phrase, Piano, Pitch, Pizzicato, Rhythm, Shoulder Rest, Staccato, String, Tail Piece, Up Bow.

CREATING
Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- Generate musical ideas for various purposes and contexts.
- **Enduring Understanding:** The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- **Essential Question:** How do musicians generate creative ideas?

MU:Cr1.1.E.5a Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.

- Students improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys.
    - I can communicate a musical idea using call and response on my instrument.
    - I can complete a melodic phrase within a given key.
    - I can perform rhythmic variations on a simple melody.
    - I can improvise a 4 beat rhythm.

Anchor Standard 2: Organize and develop artistic ideas and work.

- Select and develop musical ideas for defined purposes and contexts.
- **Enduring Understanding:** Musicians' creative choices are influenced by their expertise, context and expressive intent.
- **Essential Question:** How do musicians make creative decisions?

MU:Cr2.1.E.5a Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.

- I can create and notate a three-note melody.

MU:Cr2.1.E.5b Preserve draft compositions and improvisations through standard notation and audio recording.

- Students record an improvisation using recording technology (smart music, audacity, garage band, note recorder, etc…)
    - I can record an improvisation.
- Students notate an original composition.
    - I can create an original melody, using the first five notes of the D major scale.

- I can label the note names for my melody.
- I can speak the rhythm of my composition using the designated counting system or syllables.
- I can use and describe the dynamics used in my melody.

Anchor Standard 3: Refine and complete artistic work.

- Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.
- **Enduring Understanding:** Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- **Essential Question:** How do musicians improve the quality of their creative work?

MU:Cr3:1.E.5a Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria.

- Students can describe the musical elements needed to refine their creation.
  - I can listen to my recording and discuss what I like about my original composition.
  - I can identify ways to change my original composition to make it sound the way I want.

- Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.
- **Enduring Understanding:** Musicians' presentation of creative work is the culmination of a process of creation and communication.
- **Enduring Question:** When is creative work ready to share?

MU:Cr3.2.E.5a Share personally-developed melodic and rhythmic ideas or motives - individually or as an ensemble - that demonstrate understanding of characteristics of music or texts studied in rehearsal.

- I can share détaché bowing with the class.
- I can share legato bowing with the class.

PERFORMING

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- Select varied musical works to present based on interest, knowledge, technical skill, and context.
- **Enduring Understanding:** Performers' interest in and knowledge of musical work(s), understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- **Essential Question:** How do performers select repertoire?

MU:Pr4.1.E.5a Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.

- Students will be involved in selecting repertoire for performances.
  - I can understand why the teacher chose the music being studied.

    - I can provide a concert order from the selected music selections.
    - I can choose between two given pieces of music that fit within the other pieces on our concert program.

- Analyze the structure and context of varied musical works and their implications for performance.
- **Enduring Understanding:** Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- **Essential Question:** How does understanding the structure and context of musical works inform performance?

MU:Pr4.2.E.5a Demonstrate, using music-reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.

- Develop personal interpretations that consider creators' intent.
- **Enduring Understanding:** Performers make interpretive decisions based on their understanding of context and expressive intent.
- **Essential Question:** How do performers interpret musical works?

MU:Pr4.3.E.5a Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.

- Students perform a given piece of music with technical accuracy and expression.
    - I can identify and demonstrate varied articulations.
    - I can identify and demonstrate varied dynamics.
    - I can watch my conductor while I play.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- Evaluate and refine personal and ensemble performances, individually or in collaboration with others.
- **Enduring Understanding:** 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.
- **Essential Question:** How do musicians improve the quality of their performance?

MU:Pr5.1.E.5a Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.

- Students will demonstrate proper fundamentals on their instrument.
    - I can demonstrate good posture in rest or playing position while standing or sitting.
    - I can demonstrate right hand skills such as right hand skill-students such as bow, hold-demonstrate correct placement of all fingers, thumb on bow, following teacher's model, correct right arm level and /or elbow levels, bowing on two open strings at the same time, simple string crossings(between adjacent strings), a relaxed pizzicato motion (without holding the bow), a basic détaché stroke (middle of bow), demonstrate staccato stroke, absence of arm motion and

freedom of motion, bowing with a steady, even tone and linked bowing, simple slurs.
    - I can demonstrate correct ear training/intonation skills such as: manipulate a pitch (sharp, flat, in tune), match a pitch vocally and on instrument, play simply double stops, using an adjacent string in tune, and manipulate string adjusters to match a pitch using pizzicato.
- Students will read and notate music within the following specifications:
    - I can physically demonstrate pulse within music as I perform.
    - I can clearly demonstrate how to use a metronome as a practice tool.
    - I can demonstrate an accurate conducting pattern for time signatures of 2/4, 3/4, and 4/4 times.
    - I can count out loud using a numeric/syllabic counting system.
    - I can read at sight simple melodies in both the treble and bass clefs.
    - I can accurately draw my music clef.
    - I can name the lines and spaces of a music staff including ledger lines above and below.
    - I can identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
    - I can recognize and clearly define basic music terms.
    - I can demonstrate the ability to play fast and slow.
    - I can demonstrate the ability to play loud and soft.
- Students use standard notation to record their musical ideas and the musical ideas of others.
    - I can notate basic notes and rests in simple rhythmic patterns.
    - I can accurately draw my music clef.
    - I can name the lines and spaces of a music staff including ledger lines above and below.
    - I can use the counting system within method book exercises.
    - I can write out the counts of a given exercise.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

- Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.
- **Enduring Understanding:** Musicians judge performance based on criteria that vary across time, place, and cultures.
- **Essential Question:** When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

MU:Pr6.1.E.5a Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.

- I can tell if our orchestra is playing in tune.
- I can blend my individual part with the entire orchestra.
- I can play my part from beginning to end.

MU:Pr6.1.E.5b Demonstrate an awareness of the context of the music through prepared and

improvised performances.

- I can make my music sound sad or happy, major/minor.
- I can play a piece of music people would dance to.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.

- Choose music appropriate for specific purposes or contexts.
- **Enduring Understanding:** Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- **Essential Question:** How do individuals choose music to experience?

MU:Re7.1.E.5a Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.

- With my teachers help, I can choose a solo for the Christmas concert.
- With my teachers help, I can choose a piece for solo day.

- Analyze how the structure and context of varied musical works inform the response.
- **Enduring Understanding:** Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- **Essential Question:** How does understanding the structure and context of music inform a response?

MU:Re7.2.E.5a Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.

- I can identify the difference between holiday music and a traditional concert piece.
- I can identify the composer's use of key signatures in my music.

Anchor Standard 8: Interpret intent and meaning in artistic work.

- Support interpretations of musical works that reflect creators'/performers' expressive intent.
- **Enduring Understanding:** Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- **Essential Question:** How do we discern the musical creators' and performers' expressive intent?

MU:Re8.1.E.5a Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text.

- I can tell if the composer wants the audience to feel happy or sad when we play this piece.
- I can tell if the music would work well when played with a film or play.
- I can tell if the piece is dance music or just for listening.

Anchor Standard 9: Apply criteria to evaluate artistic work.

- Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.
- **Enduring Understanding:** The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.
- **Essential Question:** How do we judge the quality of musical work(s) and performance(s)?

MU:Re9.1.E.5a Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.

- I can tell if the piece is played with proper intonation.
- I can tell if the musicians are using proper or improper bow technique.
- I can tell if the musicians are playing with a good sense of time.

CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- Synthesize and relate knowledge and personal experiences to make music.
- **Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- **Essential Question:** How do musicians make meaningful connections to creating, performing, and responding?

MU:Cn10.0.E.5a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

- I can play louder when I have the melody and softer when I play harmony in orchestra class.
- I can play the melody and harmony part.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- Relate musical ideas and work to varied contexts and daily life to deepen understanding.
- **Enduring Understanding:** Understanding connections to varied contexts and daily life enhances musicians' creating, performing and responding.
- **Essential Question:** How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

MU:Cn11.0.E.5a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

- I can identify the difference between a piece that was intended for dance and a piece that was intended to begin a play.
- I can tell the difference between art music and music written for a commercial.

6th Grade Band

Course Overview:
Sixth Grade Band is designed to introduce students to the fundamentals of playing a wind or percussion instrument, thus providing a solid foundation for future musical growth. This course curriculum is based on the National Core Arts Standards.

Vocabulary:
Accelerando, Allegro, Andante, A Tempo, Coda, Compositions, Con, Connection, Context, Crescendo, Da Capo, Dal Segno, Decrescendo, Diminuendo, Elements of Music, Endings, Ensemble, Expressive Intent, Expressive Qualities, Fine, Forte, Fortepiano, Fortissimo, Grand Pause, Improvisations, Improvise, Interpretations, Largo, Legato, Marcato, Mezzo, Moderato, Motives, Musical Works, Performances, Pianissimo, Piano, Purpose, Rallentendo, Refine, Repertoire, Ritardando, Share, Slur and Tie, Soli, Solo, Staccato, Standard Notation, Structure, Teacher-Provided Criteria, Technical Accuracy, Technical Skill, Tutti, Unison.

CREATING

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- Generate musical ideas for various purposes and contexts.
- **Enduring Understanding:** The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- **Essential Question:** How do musicians generate creative ideas?

MU:Cr1.1.E.5a Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.

- Students improvise melodic embellishments and simple rhythmic and melodic variations on selected tunes from their method book.
    - I can communicate a musical idea using call and response on my instrument.
    - I can complete a melodic phrase within a given key.
    - I can perform rhythmic variations on a simple melody.
    - I can improvise an 8 beat rhythm.

Anchor Standard 2: Organize and develop artistic ideas and works.

- Select and develop musical ideas for defined purposes and contexts.
- **Enduring Understanding:** Musicians' creative choices are influenced by their expertise, context and expressive intent.
- **Essential Question:** How do musicians make creative decisions?

MU:Cr2.1.E.5a Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.

- Students record an improvisation using recording technology.
    - I can practice and record an improvisation using a designated scale I have learned on my instrument.
    - I can listen to my improvisation and then record changes to my improvisation.

MU:Cr2.1.E.5b Preserve draft compositions and improvisations through standard notation and audio recording.

- Students notate an original composition using note letter names or numeric values for scale degrees.
    - I can create an original melody, using a designated scale.
    - I can label the note names for my melody.
    - I can speak the rhythm of my composition using the designated counting system or syllables.
    - I can notate bar lines within my composition.
    - I can use and describe the dynamics used in my melody.
    - I can successfully complete the Essential Elements creativity exercises when assigned.

Anchor Standard 3: Refine and complete artistic work.

- Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.
- **Enduring Understanding:** Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- **Essential Question:** How do musicians improve the quality of their creative work?

MU:Cr3.1.E.5a Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria.

- I can listen to my recording and discuss what I like about my original work.
- I can describe the musical elements that I used in my composition or improvisation.
- I can identify ways to change my original work to make it sound the way I want.

- Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.
- **Enduring Understanding:** Musicians' presentation of creative work is the culmination of a process of creation and communication.
- **Enduring Question:** When is creative work ready to share?

MU:Cr3.2.E.5a Share personally-developed melodic and rhythmic ideas or motives - individually or as an ensemble - that demonstrate understanding of characteristics of music or texts studied in rehearsal.

- I can perform my original music individually or in a group.
- I can record my original composition or improvisation.

PERFORMING

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- Select varied musical works to present based on interest, knowledge, technical skill, and context.

- **Enduring Understanding:** 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.
- **Essential Question:** How do performers select repertoire?

MU:Pr4.1.E.5a Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.

- Students will know why repertoire is selected for study and performance.
    - I can understand why the music being studied has been chosen.
    - I can provide an appropriate program order from the music selected.

- Analyze the structure and context of varied musical works and their implications for performance.
- **Enduring Understanding:** Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- **Essential Question:** How does understanding the structure and context of musical works inform performance?

MU:Pr4.2.E.5a Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.

- Students will develop the necessary skills, knowledge, and affect needed to perform a specific composition with understanding.
    - I know the story behind the composition we are performing.
    - I am aware of who the composer is and what her/his intention within the composition.
    - I can create my own story-line for the piece we are performing. (From the title of the work and the way the music feels)

- Develop personal interpretations that consider creators' intent.
- **Enduring Understanding:** Performers make interpretive decisions based on their understanding of context and expressive intent.
- **Essential Question:** How do performers interpret musical works?

MU:Pr4.3.E.5a Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.

- Students perform a given piece of music with technical accuracy and appropriate expression.
    - I can perform a phrase of music as intended by the composer.
    - I can articulate in the style intended by the composer.
    - I can use dynamics in expressing the meaning of the music.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- Evaluate and refine personal and ensemble performances, individually or in collaboration with others.

- **Enduring Understanding:** 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.
- **Essential Question:** How do musicians improve the quality of their performance?

MU:Pr5.1.E.5a Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.

- Students will demonstrate proper fundamentals on their instrument.
    - I can assemble my instrument.
    - I can show proper care of my instrument.
    - I can demonstrate the appropriate embouchure.
    - I can perform with proper playing position (hand).
    - I can demonstrate musician posture for a wind instrument.
    - I can demonstrate proper breathing techniques.
    - I can demonstrate appropriate tone.
    - I can demonstrate appropriate and varied articulation through a legato approach
    - I can tune my instrument.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

- Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.
- **Enduring Understanding:** Musicians judge performance based on criteria that vary across time, place, and cultures.
- **Essential Question:** When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

MU:Pr6.1.E.5a Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.

- Students will read and notate music within the following specifications (Music Literacy):
    - I can read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4 using the following strategies:
        - I can physically demonstrate pulse within music as I perform.
        - I can clearly state how to use a metronome as a practice tool.
        - I can demonstrate an accurate conducting pattern for time signatures of 2/4, 3/4, 4/4, and 6/8 times.
        - I can count out loud using a numeric/syllabic counting system.
    - I can define the transposition for my instrument.
    - I can identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
    - I can demonstrate the ability to play fast and slow, and vice versa.
    - I can demonstrate the ability to play loud and soft, and vice versa.

MU:Pr6.1.E.5b Demonstrate an awareness of the context of the music through prepared and improvised performances.

- I can sight-read, accurately and expressively, music with a level of difficulty on a scale of 1-6.
- I can successfully learn and perform a solo for the Solo Day Festival.
- I can watch my conductor while playing and clearly understand what my conductor is asking me to do while performing.
- I can understand and demonstrate concert etiquette as a performer and listener:
  - Appropriate attire as specified by the director, timeliness, and courtesy towards the audience and performers.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.

- Choose music appropriate for specific purposes or contexts.
- **Enduring Understanding:** Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- **Essential Question:** How do individuals choose music to experience?

MU:Re7.1.E.5a Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.

- Students will know why repertoire is selected for study and performance.
  - I can understand why the music being studied has been chosen
  - I can provide an appropriate program order from the music selected.

- Analyze how the structure and context of varied musical works inform the response.
- **Enduring Understanding:** Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- **Essential Question:** How does understanding the structure and context of music inform a response?

MU:Re7.2.E.5a Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.

- Students will develop the necessary skills, knowledge, and affect needed to perform a specific composition with understanding.
  - I know the story behind the composition we are performing.
  - I am aware of who the composer is and what her/his intention within the composition.
  - I can create my own story-line for the piece we are performing. (From the title of the work and the way the music feels)

Anchor Standard 8: Interpret intent and meaning in artistic work.

- Support an interpretation of musical work that reflects creators'/performers' expressive intent.
- **Enduring Understanding:** Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

- **Essential Question:** How do we discern the musical creators' and performers' expressive intent?

MU:Re8.1.E.5a Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text.

- Students perform a given piece of music with technical accuracy and appropriate expression.
    - I can perform a phrase of music as intended by the composer.
    - I can articulate in the style intended by the composer.
    - I can use dynamics in expressing the meaning of the music.

Anchor Standard 9: Apply criteria to evaluate artistic work.

- Support personal evaluation of musical works and performance(s) based on analysis, interpretation, and established criteria.
- **Enduring Understanding:** The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
- **Essential Question:** How do we judge the quality of musical work(s) and performance(s)?

MU:Re9.1.E.5a Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.

- Students will explain the influence that experiences and context have on our response to music.
    - I can draw upon my own experiences when deciding on the quality and effectiveness of music.
    - I can evaluate a performance as a performer within the ensemble.

CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- Synthesize and relate knowledge and personal experiences to make music.
- **Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- **Essential Question:** How do musicians make meaningful connections to creating, performing, and responding?

MU:Cn10.0.E.5a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

- I can be open to changing my opinion of a piece of music after I have experienced performing it.
- I can rate me experience of learning and enjoying a piece of music from initial reading to completed performance.
- I can connect to music that emulates music from a variety of cultures, eras, and origins.
- I can identify opportunities to perform and hear music in the community and beyond.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- Relate musical ideas and works with varied context to deepen understanding.
- **Enduring Understanding:** Understanding connections to varied contexts and daily life enhances musicians' creating, performing and responding.
- **Essential Question:** How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

MU:Cn11.0.E.5a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

- I can identify different styles of music, including those from Montana American Indian cultures.
- I can draw connections between music and other art forms.
- I can compare and contrast my role in music vs. the role of musicians from other cultures.

7th GRADE BAND

Course Overview:
Seventh Grade Band is designed to introduce students to the fundamentals of playing a wind or percussion instrument, thus providing a solid foundation for future musical growth. This course is based on the National Core Arts Standards. Assessment tools include practice slips, playing tests, and concert participation.

Vocabulary:
Accelerando, Accent, Adagio, Allegro, Andante, Articulation, A tempo, Chorale, Coda, Compositions, Con, Connection, Context, Crescendo, Da Capo, Dal Segno, Decrescendo, Diminuendo, Dynamics, Elements of Music, Endings, Ensemble, Expression, Expressive Intent, Expressive Qualities, Fine, Form, Forte, Fortepiano, Fortissimo, Grand Pause, Improvise, Improvisations, Interpretations, Largo, Legato, Lento, Maestoso, Marcato, March, Meno Mosso, Mezzo, Mezzo Forte, Mezzo Piano, Moderato, Molto, Morendo, Motives, Musical Works, Overture, Performances, Pianissimo, Piano, Piu mosso, Poco a poco, Purpose, Rallentendo, Refine, Repertoire, Ritardando, Sforzando, Share, Simile, Slur, Slur and tie, Soli, Solo, Staccato, Standard Notation, Stringendo, Structure, Style, Subito, Teacher-Provided Criteria, Technical Accuracy, Technical Skill, Technique, Tempo, Tenuto, Tonguing, Tutti, Unison.

CREATING
Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- Generate musical ideas for various purposes and contexts.
- **Enduring Understanding:** The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- **Essential Question:** How do musicians generate creative ideas?

MU: Cr1.1.E.8a Compose and improvise ideas for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.

- Students improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys.
    - I can improvise a 1 measure melody within a designated key center.
    - I can start a melodic phrase within a given key.
    - I can complete a melodic phrase within a given key.
    - I can perform rhythmic variations on a simple melody.
    - I can improvise an 8 beat rhythm.
- Students compose melodies using designated pitches in a given key. Major/minor
    - I can create and notate melodic fragments in a designated key center.
    - I can compose a 4 measure melodic phrase within a designated key center and meter.

Anchor Standard 2: Organize and develop artistic ideas and work.

- Select and develop musical ideas for defined purposes and contexts.
- **Enduring Understanding:** Musicians' creative choices are influenced by their expertise, context and expressive intent.

- **Essential Question:** How do musicians make creative decisions?

MU:Cr2.1.E.8a Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.

- Students record an improvisation using recording technology.
    - I can practice and record an improvisation using a designated key center.
    - I can listen to my improvisation and then record changes to my improvisation.

MU:Cr2.1.E.8b Preserve draft compositions and improvisations through standard notation and audio recording.

- Students notate an original composition on staff paper using traditional pitch (rhythm optional).
    - I can create an original melody, using a designated scale.
    - I can notate my melody on staff paper using traditional notation.
    - I can speak the rhythm of my composition using the designated counting system or syllables.
    - I can notate bar lines within my composition.
    - I can use and describe the dynamics used in my melody.

Anchor Standard 3: Refine and complete artistic work.

- Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.
- **Enduring Understanding:** Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- **Essential Question:** How do musicians improve the quality of their creative work?

MU:Cr3.1.E.8a Evaluate and refine draft compositions and improvisations based on knowledge, skill, and collaboratively-developed criteria.

- I can listen to my recording and describe my creation by referring to the musical elements.
- I can identify ways to revise my creation to make it sound the way I want.
- I can use appropriate terminology to give feedback to peers regarding their compositions and improvisation.

- Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.
- **Enduring Understanding:** Musicians' presentation of creative work is the culmination of a process of creation and communication.
- **Enduring Question:** When is creative work ready to share?

MU:Cr3.2.E.8a Share personally-developed melodies and rhythmic passages – individually or as an ensemble – that demonstrate understanding of characteristics of music or texts studied in rehearsal.

- I can effectively rehearse and perform my creation individually or in a group.
- I can record my original composition or improvisation.

- I can identify and communicate how my creation relates to the music studied in rehearsal.

PERFORMING

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- Select varied musical works to present based on interest, knowledge, technical skill, and context.
- **Enduring Understanding:** 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.
- **Essential Question:** How do performers select repertoire?

MU:Pr4.1.E.8a Select a varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.

- Students will know why repertoire is selected for study and performance.
  - I can understand why the music being studied has been chosen as it relates to my own personal growth.
  - I can understand why the music being studied has been chosen as it relates to a program theme.
  - I can provide an appropriate program order from the music selected.

- Analyze the structure and context of varied musical works and their implications for performance.
- **Enduring Understanding:** Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- **Essential Question:** How does understanding the structure and context of musical works inform performance?

MU:Pr4.2.E.8a Demonstrate, using music reading skills where appropriate, how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.

- Students will develop the necessary skills, knowledge, and affect needed to perform a specific composition with understanding.
  - I know the story behind the composition we are performing.
  - I am aware of who the composer is and what her/his intention within the composition.
  - I can create my own story-line for the piece we are performing. (From the title of the work and the way the music feels)

- Develop personal interpretations that consider creators' intent.
- **Enduring Understanding:** Performers make interpretive decisions based on their understanding of context and expressive intent.
- **Essential Question:** How do performers interpret musical works?

MU:Pr4.3.E.8a Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.

- Students perform a given piece of music with technical accuracy and appropriate expression.
    - I can perform a phrase of music observing and using the articulations as intended by the composer.
    - I can perform a phrase of music observing and using the dynamics as intended by the composer.
    - I can provide my own interpretation of an ascending/descending line of music.
    - I can demonstrate multiple ways of performing a phrase within music.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- Evaluate and refine personal and ensemble performances, individually or in collaboration with others.
- **Enduring Understanding:** 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.
- **Essential Question:** How do musicians improve the quality of their performance?

MU:Pr5.1.E.8a Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.

- Students will demonstrate proper fundamentals on their instrument.
    - I can assemble my instrument.
    - I can show proper care of my instrument.
    - I can demonstrate the appropriate embouchure.
    - I can perform with proper playing position (hand).
    - I can demonstrate musician posture for a wind instrument.
    - I can demonstrate proper breathing techniques.
    - I can demonstrate appropriate tone.
    - I can demonstrate appropriate and varied articulation through a legato approach
    - I can tune my instrument.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

- Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.
- **Enduring Understanding:** Musicians judge performance based on criteria that vary across time, place, and cultures.
- **Essential Question(s):** When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

MU:Pr6.1.E.8a Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.

- Students will read and notate music within the following specifications (Music Literacy):

- I can read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, ⅜ and alla breve meter signatures using the following strategies:
  - I can physically demonstrate pulse within music as I perform.
  - I can clearly state how to use a metronome as a practice tool.
  - I can demonstrate an accurate conducting pattern for time signatures listed above.
  - I can count out loud using a numeric/syllabic counting system.
  - I can demonstrate an understanding of a variety of meters both simple and compound.
- I can know the order of flats and sharps.
- I can define the transposition for my instrument.
- I can identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
- I can demonstrate the ability to vary my tempo in performance.
- I can demonstrate the ability to play contrasting dynamics.
- I can blend my sound with other members of the ensemble.

MU:Pr6.1.E.8b Demonstrate an understanding of the context of the music through prepared and improvised performances.

- Students will demonstrate an awareness of the context of the music through prepared performances.
  - I can sight-read, accurately and expressively, music with a level of difficulty of 1 on the UIL S/R scale.
  - I can successfully learn and perform a solo and/or ensemble for the Solo Day Festival.
  - I can watch my conductor while playing and clearly understand what my conductor is asking me to do while performing.
  - I understand and demonstrate concert etiquette as a performer and listener.

RESPONDING

Anchor Standard 7: Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context.

- Choose music appropriate for specific purposes or contexts.
- **Enduring Understanding:** Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- **Essential Question:** How do individuals choose music to experience?

MU:Re7.1.E.8a Describe how understanding context and the way the elements of music are manipulated inform the response to music.

- Students will know why repertoire is selected for study and performance.
  - I can understand why the music being studied has been chosen as it relates to my own personal growth.
  - I can understand why the music being studied has been chosen as it relates to a program theme.

- I can provide an appropriate program order from the music selected.

- Analyze how the structure and context of varied musical works inform the response.
- **Enduring Understanding:** Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- **Essential Question:** How does understanding the structure and context of music inform a response?

MU:Re7.2.E.8a Describe how understanding context and the way the elements of music are manipulated inform the response to music**.**

- Students will develop the necessary skills, knowledge, and affect needed to perform a specific composition with understanding.
  - I know the story behind the composition we are performing.
  - I am aware of who the composer is and what her/his intention within the composition.
  - I can create my own story-line for the piece we are performing. (From the title of the work and the way the music feels)

Anchor Standard 8: Interpret intent and meaning in artistic work.

- Support an interpretation of musical work that reflects creators'/performers' expressive intent.
- **Enduring Understanding:** Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- **Essential Question:** How do we discern the musical creators' and performers' expressive intent?

MU:Re8.1.E.8a Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text.

- Students perform a given piece of music with technical accuracy and appropriate expression.
  - I can perform a phrase of music observing and using the articulations as intended by the composer.
  - I can perform a phrase of music observing and using the dynamics as intended by the composer.
  - I can provide my own interpretation of an ascending/descending line of music.
  - I can demonstrate multiple ways of performing a phrase within music.

Anchor Standard 9: Apply criteria to evaluate artistic work.

- Support personal evaluation of musical works and performance(s) based on analysis, interpretation, and established criteria.
- **Enduring Understanding:** The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

- **Essential Question:** How do we judge the quality of musical work(s) and performance(s)?

MU:Re9.1.E.8a Explain the influence of experiences, analysis, and context on interest in and evaluation of music

- Students will explain the influence that experiences and context have on our response to music.
    - I can evaluate a performance as a performer within the ensemble.
    - I can attend live performances on a regular basis and enjoy listening for musical elements.

CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- Synthesize and relate knowledge and personal experiences to make music.
- **Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- **Essential Question:** How do musicians make meaningful connections to creating, performing, and responding?

MU:Cn10.0.E.8a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

- I can be open to changing my opinion of a piece of music after I have experiences performing it.
- I can perform with appreciation and intent after growing to understand the technical challenges, emotional content and compositional makeup of a selected piece of music.
- I can rate my experience of learning and enjoying a piece of music from initial reading to completed performance.
- I can connect to music that emulates music from a variety of cultures, eras, and origins.
- I can identify opportunities to perform and hear music in the community and beyond.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- Relate musical ideas and works with varied context to deepen understanding.
- **Enduring Understanding:** Understanding connections to varied contexts and daily life enhances musicians' creating, performing and responding.
- **Essential Question:** How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

MU: Cn11.0.E.8a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

- I can identify different styles of music, including those from Montana American Indian cultures.

- I can draw connections between music and other art forms.
- I can compare and contrast my role in music vs. the role of musicians from other cultures.

8th GRADE BAND

Course Overview:
Eighth Grade Band is designed to introduce students to the fundamentals of playing a wind or percussion instrument, thus providing a solid foundation for future musical growth. This course is based on the National Core Arts Standards. Assessment tools include practice slips, playing tests, and concert participation.

Vocabulary:
Accelerando, Accent, Adagio, Allegro, Andante, Articulation, A tempo, Brio, Chorale, Coda, Compositions, Con, Connection, Context, Crescendo, Da Capo, Dal Segno, Decrescendo, Diminuendo, Divisi, Dolce, Dynamics, Elements of Music, Endings, Ensemble, Espressivo, Expression, Expressive Intent, Expressive Qualities, Fine, Form, Forte, Fortepiano, Fortissimo, Grand Pause, Improvise, Improvisations, Interpretations, Largo, Legato, Lento, Maestoso, Marcato, March, Meno Mosso, Mezzo, Mezzo Forte, Mezzo Piano, Moderato, Molto, Morendo, Motives, Musical Works, Overture, Performances, Pianissimo, Piano, Piu Mosso, Poco a poco, Presto, Purpose, Rallentendo, Refine, Repertoire, Ritardando, Rubato, Sforzando, Share, Simile, Slur, Slur and tie, Soli, Solo, Staccato, Standard Notation, Stringendo, Structure, Style, Subito, Tacet, Teacher-Provided Criteria, Technical Accuracy, Technical Skill, Technique, Tempo, Tenuto, Tonguing, Tutti, Unison, Vivace

CREATING

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- Generate musical ideas for various purposes and contexts.
- **Enduring Understanding:** The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- **Essential Question(s):** How do musicians generate creative ideas?

MU:Cr1.1.E.8a Compose and improvise ideas for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.

- Students improvise melodies and rhythmic patterns using a designated key center and meter.
    - I can improvise a 2 measure melody within a designated MAJOR/minor key center.
    - I can start a melodic phrase within a designated MAJOR/minor key center.
    - I can complete a melodic phrase within a designated MAJOR/minor key center.
    - I can perform rhythmic variations on a simple melody.
    - I can improvise an 8 beat rhythm.
- Students compose melodies using designated pitches in a given key. Major, minor.
    - I can create and notate melodic fragments in a designated key center.
    - I can compose an 8 measure melodic phrase within a designated key center and meter.
- Students compose melodic material relating to a specific emotion, feeling, life experience, or geographic location (etc.).
    - I can express a specific emotion with a pentatonic scale.

- I can express consonance and dissonance in a way that reflects my daily life.
- I can contour my melody to represent the topography of a chosen geographical location.
- I can call to mind a specific emotion and create a musical line that represents that emotion.

Anchor Standard 2: Organize and develop artistic ideas and work.

- Select and develop musical ideas for defined purposes and contexts.
- **Enduring Understanding:** Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- **Essential Question:** How do musicians make creative decisions?

MU:Cr2.1.E.8a Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.

- Students record an improvisation using recording technology.
  - I can practice and record an improvisation using a designated key center.
  - I can listen to my improvisation and then record changes to my improvisation.

MU:Cr2.1.E.8b Preserve draft compositions and improvisations through standard notation and audio recording.

- Students notate an original composition on staff paper using traditional pitch and rhythm.
  - I can create an original melody, using a designated scale or key center.
  - I can notate my melody on staff paper using traditional notation.
  - I can speak the rhythm of my composition using the designated counting system or syllables.
  - I can notate bar lines within my composition.
  - I can use and describe the dynamics used in my melody.

Anchor Standard 3: Refine and complete artistic work.

- Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.
- **Enduring Understanding:** Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- **Essential Question:** How do musicians improve the quality of their creative work?

MU:Cr3.1.E.8a Evaluate and refine draft compositions and improvisations based on knowledge, skills, and collaboratively-developed criteria.

  - I can listen to my recording and describe my creation by referring to the musical elements.
  - I can identify ways to revise my creation to make it sound the way I want.
  - I can use appropriate terminology to give feedback to peers regarding their compositions and improvisations.

- **Enduring Understanding:** Musicians' presentation of creative work is the culmination of a process of creation and communication.

- **Enduring Question:** When is creative work ready to share?

MU:Cr3.2.E.8a Share personally-developed melodies and rhythmic passages - individually or as an ensemble - that demonstrate understanding of characteristics of music or texts studied in rehearsal

- I can effectively rehearse and perform my creation individually or in a group.
- I can record my original composition or improvisation.
- I can identify and communicate how my creation is related to the music studied in rehearsal.

PERFORMING

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- Select varied musical works to present based on interest, knowledge, technical skill, and context.
- **Enduring Understanding:** 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.
- **Essential Question:** How do performers select repertoire?

MU:Pr4.1.E.8a Select a varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in music, context, and the technical skill of the individual or ensemble.

- Students will be involved in selecting repertoire for performances and will know why the music was selected.
  - I can select a series of three or more tunes from a group of tunes we have sight-read/rehearsed (to be used at a concert).
  - I can understand why the music being studied has been chosen as it relates to my own personal growth.
  - I can understand why the music being studied has been chosen as it relates to a program theme.
  - I can provide an appropriate program order from the music selected.

- Analyze the structure and context of varied musical works and their implications for performance.
- **Enduring Understanding:** Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- **Essential Question:** How does understanding the structure and context of musical works inform performance?

MU:Pr4.2.E.8a Demonstrate, using music reading skills where appropriate, how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.

- Students will develop the necessary skills, knowledge, and affect needed to perform a specific composition with understanding.
  - I know the story behind the composition we are performing.

    - I am aware of who the composer is and what her/his intention within the composition.
    - I can create my own story-line for the piece we are performing.

- **Enduring Understanding:** Performers make interpretive decisions based on their understanding of context and expressive intent.
- **Essential Question:** How do performers interpret musical works?

MU:Pr4.3.E.8a Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.

- Students perform a given piece of music with technical accuracy and appropriate expression.
    - I can perform a phrase of music observing and using the articulations as intended by the composer.
    - I can perform a phrase of music observing and using the dynamics as intended by the composer.
    - I can provide my own interpretation of an ascending/descending line of music.
    - I can demonstrate multiple ways of performing a musical phrase.
- Students will describe how a composer used specific compositional devices to create a specific result.
    - I can describe the form of the piece.
    - I can describe the quality of the chords/harmony and how they contribute to the meaning of the music.
    - I can identify the multiple layers within the music.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- Evaluate and refine personal and ensemble performances, individually or in collaboration with others.
- **Enduring Understanding:** 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.
- **Essential Question:** How do musicians improve the quality of their performance?

MU:Pr5.1.E.8a Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.

- Students will demonstrate proper fundamentals on their instrument.
    - I can assemble my instrument.
    - I can show proper care of my instrument.
    - I can demonstrate the appropriate embouchure.
    - I can perform with proper playing position (hand).
    - I can demonstrate musician posture for a wind instrument.
    - I can demonstrate proper breathing techniques.
    - I can demonstrate appropriate tone.
    - I can demonstrate appropriate and varied articulation through a legato approach

- I can tune my instrument.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

- Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.
- **Enduring Understanding:** Musicians judge performance based on criteria that vary across time, place and cultures.
- **Essential Question(s):** When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

MU:Pr6.1.E.8a Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of varied repertoire of music representing diverse cultures and styles.

- Students will read and notate music within the following specifications (Music Literacy):
  - I can read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, ⅜ and alla breve meter signatures using the following strategies:
    - I can physically demonstrate pulse within music as I perform.
    - I can clearly state how to use a metronome as a practice tool.
    - I can demonstrate an accurate conducting pattern for time signatures listed above.
    - I can count out loud using a numeric/syllabic counting system.
    - I can demonstrate an understanding of a variety of meters both simple and compound.
  - I can know the order of flats and sharps and outline the circle of 5ths.
  - I can define the transposition for my instrument.
  - I can identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
  - I can demonstrate the ability to vary my tempo in performance.
  - I can demonstrate the ability to play contrasting dynamics.

MU:Pr6.1.E.8b Demonstrate an understanding of the context of the music through prepared and improvised performances.

- Students will demonstrate an awareness of the context of the music through prepared performances.
  - I can sight-read, accurately and expressively, music with a level of difficulty of 2, on the VIL S/R scale.
  - I can successfully learn and perform a solo and/or ensemble for the Solo Day Festival.
  - I can watch my conductor while playing and clearly understand what my conductor is asking me to do while performing.
  - I can understand and demonstrate concert etiquette and professionalism as a performer and listener.
  - I can prepare and perform my part independently within the ensemble.
  - I can blend my sound with the other members of the ensemble.
  - I can perform my part to achieve correct balance within the ensemble.

- I can adjust my pitch to the other members of the ensemble.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.

- Choose music appropriate for specific purposes or contexts.
- **Enduring Understanding:** Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- **Essential Question:** How do individuals choose music to experience?

MU:Re7.1.E.8a Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context.

- Students will be involved in selecting repertoire for performances and will know why the music was selected.
  - I can select a series of three or more tunes from a group of tunes we have sight-read/rehearsed (to be used at a concert).
  - I can understand why the music being studied has been chosen as it relates to my own personal growth.
  - I can understand why the music being studied has been chosen as it relates to a program theme.
  - I can provide an appropriate program order from the music selected.

- Analyze how the structure and context of varied musical works inform the response.
- **Enduring Understanding:** Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- **Essential Question:** How does understanding the structure and context of music inform a response?

MU:Re7.2.E.8a Describe how understanding context and the way elements of music are manipulated inform the response to music.

- Students will develop the necessary skills, knowledge, and affect needed to perform a specific composition with understanding.
  - I know the story behind the composition we are performing.
  - I am aware of who the composer is and what her/his intention within the composition.
  - I can create my own story-line for the piece we are performing.

Anchor Standard 8: Interpret intent and meaning in artistic work.

- Support an interpretation of musical work that reflects creators'/performers' expressive intent.
- **Enduring Understanding:** Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- **Essential Question:** How do we discern the musical creators' and performers' expressive intent?

MU:Re8.1.E.8a Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the element of music, contexts, and (when appropriate) the setting of the text.

- Students perform a given piece of music with technical accuracy and appropriate expression.
    - I can perform a phrase of music observing and using the articulations as intended by the composer.
    - I can perform a phrase of music observing and using the dynamics as intended by the composer.
    - I can provide my own interpretation of an ascending/descending line of music.
    - I can demonstrate multiple ways of performing a musical phrase.

Anchor Standard 9: Apply criteria to evaluate artistic work.

- Support personal evaluation of musical works and performance(s) based on analysis, interpretation, and established criteria.
- **Enduring Understanding:** The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
- **Essential Question:** How do we judge the quality of musical work(s) and performance(s)?

MU:Re9.1.E.8a Explain the influence of experiences, analysis, and context on interest in the evaluation of music.

- Students will explain the influence that experiences and context have on our response to music.
    - I can evaluate a performance as a performer within the ensemble.
    - I can attend live performances on a regular basis and enjoy listening for complex musical elements such as changes in style, tonality, irregular phrases, or familiar and/or unusual melodies.
    - I can research the context of the music or performance using available resources, such as the library, scholarly journals, and community experts.
    - I can use the MHSA performance rubric to evaluate a performance.
    - I can analyze an ensemble as if I were the conductor.
    - I can analyze a composition as if I were the composer/arranger.

CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- Synthesize and relate knowledge and personal experiences to make music.
- **Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- **Essential Question:** How do musicians make meaningful connections to creating, performing, and responding?

MU:Cn10.0.E.8a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

- I can be open to changing my opinion of a piece of music after I have experienced performing it.
- I can perform with appreciation and intent after growing to understand the technical challenges, emotional content and compositional makeup of a selected piece of music.
- I can rate my experience of learning and enjoying a piece of music from initial reading to completed performance.
- I can connect to music that emulates music from a variety of cultures, eras and origins.
- I can identify opportunities to perform and hear music in the community and beyond.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- Relate musical ideas and works with varied context to deepen understanding.
- **Enduring Understanding:** Understanding connections to varied contexts and daily life enhances musicians' creating, performing and responding.
- **Essential Question:** How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

MU:Cn11.0.E.8a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

- I can identify different styles of music, including those from Montana American Indian cultures.
- I can draw connections between music and other art forms.
- I can compare and contrast my role in music vs. the role of musicians from other cultures.
- I can state the different roles that musicians perform within a culture.
- I can understand the functions of music, roles of musicians, and conditions that music is typically performed in a variety of world cultures.

6th Grade Choir

Course Overview:
The 6th Grade Choir class provides instruction in creating, performing, responding to, and analyzing music with a specific focus on the development of singing skills age appropriate for students ages 11-12. In addition, students will connect these skills to form a lifelong appreciation and understanding of music.

Vocabulary:
"A" Section, Articulation, Ascending, "B" Section, Body Percussion, Breath Marks, Bridge, Canon, Chorus, Composition, Contrasting Sounds, Crescendo, Curwen Hand Signs, Decrescendo, Descending, Diminuendo, Do, Dynamic Markings, Expression, F, FF, Half and Whole Notes/Rests, Improvise, MF, MP, Major Scales, Melodies, Melody, P, PP, Partner Song, Phrase Markings, Pitch, Quarter, Round, Rhythmic Ideas, Rhythmic Passages, Slurs, Small Ensemble, Solfege, Standard Notation, Stepwise Motion, Syncopated Rhythms, Tempo, Text, Ties, Time Signatures, Tonic, Two-part Harmony, Unison, Verse, 8 Bar Original.

CREATING
Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- Generate musical ideas for various purposes and contexts.
- **Enduring Understanding:** The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- **Essential Question(s):** How do musicians generate creative ideas?

MU:Cr1.1.E.5a Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.

- Students improvise simple rhythmic ideas.
    - I can improvise simple rhythmic ideas vocally, using instruments, body percussion, or with movement.
- Students improvise simple melodic ideas.
    - I can improvise simple melodic ideas vocally, using instruments, body percussion, or with movement.

Anchor Standard 2: Organize and develop artistic ideas and works.

- Select and develop musical ideas for defined purposes and contexts.
- **Enduring Understanding:** Musicians' creative choices are influenced by their expertise, context and expressive intent.
- **Essential Question:** How do musicians make creative decisions?

MU:Cr2.1.E.5a Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.

- Students will identify musical ideas within an 8 measure phrase given to them by the instructor.
    - I can identify dynamic markings (crescendo, decrescendo, diminuendo, ff, f, mf, mp, and p).

    - I can identify phrase markings (breath marks, slurs, ties)
    - I can identify text within the 8 measure phrase.

MU:Cr2.1.E.5b Preserve draft compositions and improvisations through standard notation and audio recording.

- Students will create 4 bar compositions using quarter, half, and whole notes/rests in stepwise motion using standard notation beginning and ending on the tonic or "do."
    - I can identify and demonstrate quarter, half, and whole notes/rests.
    - I can identify and demonstrate stepwise motion.
    - I can identify the tonic or "do."

Anchor Standard 3: Refine and complete artistic work.

- Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.
- **Enduring Understanding:** Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- **Essential Question:** How do musicians improve the quality of their creative work?

MU:Cr3.1.E.5a Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria.

- Students will create and refine 4 bar compositions through standard notation.
    - I can identify and demonstrate standard notation.
    - I can identify and demonstrate dynamic markings.
    - I can identify and demonstrate phrase markings.
    - I can add or subtract dynamic and phrase markings to create contrasting sounds.

- Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.
- **Enduring Understanding:** Musicians' presentation of creative work is the culmination of a process of creation and communication.
- **Enduring Question:** When is creative work ready to share?

MU:Cr3.2.E.5a Share personally-developed melodic and rhythmic ideas or motives - individually or as an ensemble - that demonstrate understanding of characteristics of music or texts studied in rehearsal.

- Students will perform original 4 bar compositions using standard notation vocally, using instruments, body percussion, or with movement.
    - I can create a 4 bar original composition using standard notation, dynamic markings, and phrase markings.
    - I can perform a 4 bar original composition alone or in a small ensemble of up to five performers.

PERFORMING

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- Select varied musical works to present based on interest, knowledge, technical skill, and context.
- **Enduring Understanding:** 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.
- **Essential Question:** How do performers select repertoire?

MU:Pr4.1.E.5a Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.

- Students will rehearse and perform music in unison and two parts.
    - I can sing a melody in unison with the choir.
    - I can sing and hold my part in a canon or partner song.
    - I can sing and hold my part in two part harmony.

- Analyze the structure and context of varied musical works and their implications for performance.
- **Enduring Understanding:** Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- **Essential Question:** How does understanding the structure and context of musical works inform performance?

MU:Pr4.2.E.5a Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.

- Students will sight sing a stepwise, four-measure melody in unison, beginning and ending on "do," using Curwen hand signs.
    - I can sing a major scale, ascending and descending, using solfege and Curwen hand signs.
    - I can sing a short melody using solfege, where the solfege syllables are notated below each note.
    - I can sight sing a stepwise, four-measure melody in unison, beginning and ending on "do."
- Students will read quarter, half, whole, eighth, sixteenth, dotted half, dotted quarter notes and rests in 2/4, 3/4, 4/4 or C, 6/8, and cut time.
    - I can identify the names of the above notes.
    - I can clap rhythmic passages containing the above notes in 2/4 and 4/4.
    - I can identify and explain the above time signatures.
- Students will define and identify standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
    - I can define and identify the above vocabulary and/or symbols.
    - I can demonstrate the above vocabulary and/or symbols in my music making.

- Develop personal interpretations that consider creators' intent.
- **Enduring Understanding:** Performers make interpretive decisions based on their understanding of context and expressive intent.

- **Essential Question:** How do performers interpret musical works?

MU:Pr4.3.E.5a Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.

- Students will identify and perform expressive elements in a piece, including dynamics, articulation, tempo and phrasing.
    - I can identify expressive elements in a piece, including dynamics, articulation, tempo and phrasing.
    - I can accurately perform expressive elements in a piece, including dynamics, articulation, tempo and phrasing.
- Students will understand the text of a given piece, and apply appropriate dynamics, articulation and phrasing to that text.
    - I can read and understand the meaning of the text.
    - I can identify keywords in the text.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- Evaluate and refine personal and ensemble performances, individually or in collaboration with others.
- **Enduring Understanding:** 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.
- **Essential Question:** How do musicians improve the quality of their performance?

MU:Pr5.1.E.5a Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.

- Students will use feedback to refine performances of music.
    - I can identify aspects of my performance that were successful.
    - I can identify aspects of my performance that were a challenge.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

- Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.
- **Enduring Understanding:** Musicians judge performance based on criteria that vary across time, place and cultures.
- **Essential Question:** When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

MU:Pr6.1.E.5a Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.

- Students will demonstrate attention to accuracy and expressive qualities in music.
    - I can identify expressive qualities in music (dynamics and phrase markings).
    - I can identify correct and incorrect pitches in a performance.

MU:Pr6.1.E.5b Demonstrate an awareness of the context of the music through prepared and improvised performances.

- Students will demonstrate an awareness of the context of the music through varied techniques.
    - I can identify keywords in the text of a piece.
    - I can describe how keywords in the text affect the feeling or mood of the piece.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.

- Choose music appropriate for specific purposes or contexts.
- **Enduring Understanding:** Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- **Essential Question:** How do individuals choose music to experience?

MU:Re7.1.E.5a Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.

- Students will recognize reasons for selecting music based on a variety of characteristics.
    - I can recognize and select music that expresses happiness or joy through sound or text.
    - I can recognize and select music that expresses sadness through sound or text.

- Analyze how the structure and context of varied musical works inform the response.
- **Enduring Understanding:** Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- **Essential Question:** How does understanding the structure and context of music inform a response?

MU:Re7.2.E.5a Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.

- Students will identify structural segments of a piece of music.
    - I can identify the chorus of a piece of music.
    - I can identify the verse of a piece of music.
    - I can identify the "A" section of a piece of music.
    - I can identify the "B" section of a piece of music.

Anchor Standard 8: Interpret intent and meaning in artistic work.

- Support an interpretation of musical work that reflects creators'/performers' expressive intent.
- **Enduring Understanding:** Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- **Essential Question:** How do we discern the musical creators' and performers' expressive intent?

MU:Re8.1.E.5a Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text.

- Students will describe music events, using appropriate terminology.

    - I can identify expressive qualities in music (dynamics and phrase markings).
    - I can identify keywords in the text that lead to meaning.

Anchor Standard 9: Apply criteria to evaluate artistic work.

- Support personal evaluation of musical works and performance(s) based on analysis, interpretation, and established criteria.
- **Enduring Understanding:** The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
- **Essential Question:** How do we judge the quality of musical work(s) and performance(s)?

MU:Re9.1.E.5a Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.

- Students will develop criteria for evaluating the quality and effectiveness of music performances and compositions.
    - I can identify the differences between two performances of the same piece.
    - I can evaluate a live performance.
    - I can evaluate a recorded performance.

CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- Synthesize and relate knowledge and personal experiences to make music.
- **Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- **Essential Question:** How do musicians make meaningful connections to creating, performing, and responding?

MU:Cn10.0.E.5a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

- Students will make connections between learned skills and creating and performing music.
    - I can demonstrate interest when creating music.
    - I can demonstrate knowledge when creating music.
    - I can demonstrate skills when creating music.
    - I can demonstrate interest when performing music.
    - I can demonstrate knowledge when performing music.
    - I can demonstrate skills when performing music.
    - I can demonstrate interest when responding to music.
    - I can demonstrate knowledge when responding to music.
    - I can demonstrate skills when responding to music.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- Relate musical ideas and works with varied context to deepen understanding.

- **Enduring Understanding:** Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.
- **Essential Question:** How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

MU:Cn11.0.E.5a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

- Students will describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music (e.g., language arts: issues to be considered in setting texts to music; mathematics: frequency ratios of intervals; sciences: the human hearing process and hazards to hearing; social studies: historical and social events and movements chronicled in or influenced by musical works.
    - I can demonstrate the relationship between music and self-expression.
    - I can demonstrate the relationship between music and other art forms.

7th Grade Choir

Course Overview:
The 7th Grade Choir classes provides instruction in creating, performing, responding to, and analyzing music with a specific focus on the development of singing skills age appropriate for students ages 12-13. In addition, students will connect these skills to form a lifelong appreciation and understanding of music.

Vocabulary:
"A" Section, Articulation, Ascending, "B" Section, Body Percussion, Breath Marks, Bridge, Canon, Chorus, Composition, Contrasting Sounds, Crescendo, Curwen Hand Signs, Decrescendo, Descending, Diminuendo, Do, Dynamic Markings, Expression, F, FF, Half and Whole Notes/Rests, Improvise, MF, MP, Major Scales, Melodies, Melody, P, PP, Partner Song, Phrase Markings, Pitch, Quarter, Round, Rhythmic Ideas, Rhythmic Passages, Slurs, Small Ensemble, Solfege, Standard Notation, Stepwise Motion, Syncopated Rhythms, Tempo, Text, Ties, Time Signatures, Tonic, Two-part Harmony, Unison, Verse, 8 Bar Original.

CREATING
Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- Generate musical ideas for various purposes and contexts.
- **Enduring Understanding:** The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- **Essential Question(s):** How do musicians generate creative ideas?

MU:Cr1.1.E.8a Compose and improvise ideas for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.

- Students improvise simple melodies based on a given musical style, characteristic, or text.
    - I can improvise simple rhythmic ideas vocally, using instruments, body percussion, or with movement.
- Students improvise simple rhythmic passages based on characteristics of music or texts studied in rehearsal.
    - I can improvise simple melodic ideas vocally, using instruments, body percussion, or with movement.

Anchor Standard 2: Organize and develop artistic ideas and work.

- Select and develop musical ideas for defined purposes and contexts.
- **Enduring Understanding:** Musicians' creative choices are influenced by their expertise, context and expressive intent.
- **Essential Question:** How do musicians make creative decisions?

MU:Cr2.1.E.8a Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.

- Students will identify musical ideas within an 8-measure phrase given to them by the instructor.

- I can identify dynamic markings (crescendo, decrescendo, diminuendo, ff, f, mf, mp, and p).
- I can identify phrase markings (breath marks, slurs, ties).
- I can identify text within the 8-measure phrase.

MU:Cr2.1.E.8b Preserve draft compositions and improvisations through standard notation and audio recording.

- Students will create 8 bar compositions using quarter, half, and whole notes/rests in stepwise motion using standard notation beginning and ending on the tonic or "do."
  - I can identify and demonstrate quarter, half, and whole notes/rests.
  - I can identify and demonstrate stepwise motion.
  - I can identify the tonic or "do."

Anchor Standard 3: Refine and complete artistic work.

- Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.
- **Enduring Understanding:** Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- **Essential Question:** How do musicians improve the quality of their creative work?

MU:Cr3.1.E.8a Evaluate and refine draft compositions and improvisations based on knowledge, skill, and collaboratively-developed criteria.

- Students will create and refine 8 bar compositions through standard notation.
  - I can identify and demonstrate standard notation.
  - I can identify and demonstrate dynamic markings.
  - I can identify and demonstrate phrase markings.
  - I can add or subtract dynamic and phrase markings to create contrasting sounds.

- Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.
- **Enduring Understanding:** Musicians' presentation of creative work is the culmination of a process of creation and communication.
- **Enduring Question:** When is creative work ready to share?

MU:Cr3.2.E.8a Share personally-developed melodies and rhythmic passages - individually or as an ensemble - that demonstrate understanding of characteristics of music or texts studied in rehearsal.

- Students will perform original 8 bar compositions using standard notation vocally, using instruments, body percussion, or with movement.
  - I can create an 8 bar original composition using standard notation, dynamic markings, and phrase markings.
  - I can perform an 8 bar original composition alone or in a small ensemble of up to five performers.

PERFORMING

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- Select varied musical works to present based on interest, knowledge, technical skill, and context.
- **Enduring Understanding:** 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.
- **Essential Question:** How do performers select repertoire?

MU:Pr4.1.E.8a Select a varied repertoire to study based on music reading skills (where appropriate) an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.

- Students rehearse and perform music in unison and two parts.
    - I can sing a melody in unison with the choir.
    - I can sing and hold my part in a canon or partner song.
    - I can sing and hold my part in two-part harmony.

- Analyze the structure and context of varied musical works and their implications for performance.
- **Enduring Understanding:** Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- **Essential Question:** How does understanding the structure and context of musical works inform performance?

MU:Pr4.2.E.8a Demonstrate, using music reading skills where appropriate, how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.

- Students can sight sing a stepwise, eight-measure melody in unison, beginning and ending on "do," using Curwen hand signs.
    - I can sing a major scale, ascending and descending, using solfege and Curwen hand signs.
    - I can sing a short melody using solfege, where the solfege syllables are notated below each note.
    - I can sing a short melody using solfege, where the solfege syllables are NOT notated below each note.
    - I can sight sing a stepwise, eight-measure melody in unison, beginning on "do."
- Students read quarter, half, whole, eighth, sixteenth, dotted half, dotted quarter notes and rests in 2/4, 3/4, 4/4 or C, 6/8, and cut time.
    - I can identify the names of the above notes.
    - I can clap rhythmic passages containing the above notes in 2/4 and 4/4.
    - I can identify and explain the above time signatures.
- Students will define and identify standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
    - I can define and identify the above vocabulary and/or symbols.
    - I can demonstrate the above vocabulary and/or symbols in my music making.

- Develop personal interpretations that consider creators' intent.

- **Enduring Understanding:** Performers make interpretive decisions based on their understanding of context and expressive intent.
- **Essential Question:** How do performers interpret musical works?

MU:Pr4.3.E.8a Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.

- Students will identify and perform expressive elements in a piece, including dynamics, articulation, tempo and phrasing.
    - I can identify expressive elements in a piece, including dynamics, articulation, tempo and phrasing.
    - I can accurately perform expressive elements in a piece, including dynamics, articulation, tempo and phrasing.
- Students will understand the text of a given piece, and apply appropriate dynamics, articulation and phrasing to that text.
    - I can read and understand the meaning of the text.
    - I can identify keywords in the text.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- Evaluate and refine personal and ensemble performances, individually or in collaboration with others.
- **Enduring Understanding:** 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.
- **Essential Question:** How do musicians improve the quality of their performance?

MU:Pr5.1.E.8a Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.

- Students will use feedback to refine performances of music.
    - I can identify aspects of my performance that were successful.
    - I can identify aspects of my performance that were a challenge.
    - I can identify means to improve the aspects of my performance that were a challenge.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

- Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.
- **Enduring Understanding:** Musicians judge performance based on criteria that vary across time, place, and cultures.
- **Essential Question:** When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

MU:Pr6.1.E.8a Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.

- Students will demonstrate attention to accuracy and expressive qualities in music representing diverse cultures and styles.
    - I can identify expressive qualities in music (dynamics and phrase markings).
    - I can identify correct and incorrect pitches in a performance.
    - I can identify syncopated rhythms found in music from diverse cultures and styles.

MU:Pr6.1.E.8b Demonstrate an understanding of the context of the music through prepared and improvised performances.

- Students will demonstrate an awareness of the context of the music through varied techniques.
    - I can identify keywords in the text of a piece.
    - I can describe how keywords in the text affect the feeling or mood of the piece.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.

- Choose music appropriate for specific purposes or contexts.
- **Enduring Understanding:** Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- **Essential Question:** How do individuals choose music to experience?

MU:Re7.1.E.8a Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context.

- Students will recognize reasons for selecting music based on a variety of characteristics.
    - I can recognize and select music that expresses happiness or joy through sound or text.
    - I can recognize and select music that expresses sadness through sound or text.
    - I can recognize and select music that utilizes tempo to create purpose and context.

- Analyze how the structure and context of varied musical works inform the response.
- **Enduring Understanding:** Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- **Essential Question:** How does understanding the structure and context of music inform a response?

MU:Re7.2.E.8a Describe how understanding context and the way the elements of music are manipulated inform the response to music.

- Students will identify structural segments of a piece of music.
    - I can identify the chorus of a piece of music.
    - I can identify the verse of a piece of music.
    - I can identify the bridge of a piece of music.
    - I can identify the "A" section of a piece of music.
    - I can identify the "B" section of a piece of music.
    - I can identify a partner song.

- I can identify a canon or round.

Anchor Standard 8: Interpret intent and meaning in artistic work.

- Support an interpretation of musical work that reflects creators'/performers' expressive intent.
- **Enduring Understanding:** Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- **Essential Question:** How do we discern the musical creators' and performers' expressive intent?

MU:Re8.1.E.8a Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text.

- Students will describe music events, using appropriate terminology.
  - I can identify expressive qualities in music (dynamics and phrase markings).
  - I can identify keywords in the text that lead to meaning.
  - I can identify the form of a piece of music.

Anchor Standard 9: Apply criteria to evaluate artistic work.

- Support personal evaluation of musical works and performance(s) based on analysis, interpretation, and established criteria.
- **Enduring Understanding:** The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
- **Essential Question:** How do we judge the quality of musical work(s) and performance(s)?

MU:Re9.1.E.8a Explain the influence of experiences, analysis, and context on interest in and evaluation of music.

- Students will develop criteria for evaluating the quality and effectiveness of music performances and compositions.
  - I can identify the differences between two performances of the same piece.
  - I can evaluate a live performance.
  - I can evaluate a recorded performance.
  - I can use technology to evaluate a performance.

CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- Synthesize and relate knowledge and personal experiences to make music.
- **Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- **Essential Question:** How do musicians make meaningful connections to creating, performing, and responding?

MU:Cn10.0.E.8a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

- Students will make connections between learned skills and creating and performing music.
    - I can demonstrate interest when creating music.
    - I can demonstrate knowledge when creating music.
    - I can demonstrate skills when creating music.
    - I can demonstrate interest when performing music.
    - I can demonstrate knowledge when performing music.
    - I can demonstrate skills when performing music.
    - I can demonstrate interest when responding to music.
    - I can demonstrate knowledge when responding to music.
    - I can demonstrate skills when responding to music.

Anchor Standard 11: Relate artistic ideas and work with societal, cultural, and historical context to deepen understanding.

- Relate musical ideas and works with varied context to deepen understanding.
- **Enduring Understanding:** Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.
- **Essential Question:** How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

MU:Cn11.0.E.8a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

- Students will describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music (e.g., language arts: issues to be considered in setting texts to music; mathematics: frequency ratios of intervals; sciences: the human hearing process and hazards to hearing; social studies: historical and social events and movements chronicled in or influenced by musical works.
    - I can demonstrate the relationship between music and self-expression.
    - I can demonstrate the relationship between music and other art forms.

8th Grade Choir

Course Overview:
The 8th Grade Choir class provides instruction in creating, performing, responding to, and analyzing music with a specific focus on the development of singing skills age appropriate for students ages 13-14. In addition, students will connect these skills to form a lifelong appreciation/understanding of music.

Vocabulary:
"A" Section, Articulation, Ascending, "B" Section, Body Percussion, Breath Marks, Bridge, Canon, Chorus, Composition, Contrasting Sounds, Crescendo, Curwen Hand Signs, Decrescendo, Descending, Diminuendo, Do, Dynamic Markings, Expression, F, FF, Half and Whole Notes/Rests, Improvise, MF, MP, Major Scales, Melodies, Melody, P, PP, Partner Song, Phrase Markings, Pitch, Quarter, Round, Rhythmic Ideas, Rhythmic Passages, Slurs, Small Ensemble, Solfege, Standard Notation, Stepwise Motion, Syncopated Rhythms, Tempo, Text, Ties, Time Signatures, Tonic, Two-part Harmony, Unison, Verse, 8 Bar Original.

CREATING
Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- Generate musical ideas for various purposes and contexts.
- **Enduring Understanding:** The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- **Essential Question(s):** How do musicians generate creative ideas?

MU:Cr1.1.E.Ia Compose and improvise ideas for melodies, rhythmic passages and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods studied in rehearsal.

    - I can describe characteristics of music from given historical styles.
    - I can compose rhythmic passages in a given historical style.
    - I can compose melodies in a given historical style.
    - I can compose arrangements in a given historical style.
- Students improvise simple rhythmic passages based on characteristics of music or texts studied in rehearsal.
    - I can improvise simple melodic ideas vocally, using instruments, body percussion, or with movement, in a given historical style.

Anchor Standard 2: Organize and develop artistic ideas and work.

- Select and develop musical ideas for defined purposes and contexts.
- **Enduring Understanding:** Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- **Essential Question:** How do musicians make creative decisions?

MU:Cr2.1.E.Ia Select and develop draft melodies, rhythmic passages, and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal.

- Students will identify musical ideas within (2) 8 measure phrases given to them by the instructor.
    - I can identify dynamic markings (crescendo, decrescendo, diminuendo, ff, f, mf, mp, and p).
    - I can identify phrase markings (breath marks, slurs, ties).
    - I can identify text within the (2) 8-measure phrases.

MU:Cr2.1.E.Ib Preserve draft compositions and improvisations through standard notation and audio recording.

- I can preserve draft compositions and improvisations through audio recording.
- I can preserve draft compositions and improvisations through standard notation.

- Students will create 16 bar compositions using eighth, quarter, half, whole and dotted notes/rests in stepwise motion using standard notation beginning on the tonic or "do" and ending on "mi" or "sol".
    - I can identify and demonstrate eighth, quarter, half, whole, and dotted notes/rests.
    - I can identify and demonstrate stepwise motion.
    - I can identify the tonic or "do."
    - I can identify "mi" and "sol" as it relates to the tonic or "do".

Anchor Standard 3: Refine and complete artistic work.

- Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.
- **Enduring Understanding:** Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- **Essential Question:** How do musicians improve the quality of their creative work?

MU:Cr3.1.E.Ia Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.

- Students will create and refine 16 bar compositions through standard notation.
    - I can identify and demonstrate standard notation.
    - I can identify and demonstrate dynamic markings.
    - I can identify and demonstrate phrase markings.
    - I can add or subtract dynamic and phrase markings to create contrasting sounds.

- Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.
- **Enduring Understanding:** Musicians' presentation of creative work is the culmination of a process of creation and communication.
- **Essential Question:** When is creative work ready to share?

MU:Cr3.2.E.Ia Share personally-developed melodies, rhythmic passages, and arrangements - individually or as an ensemble - that address identified purposes.

- Students will perform original 16 bar compositions using standard notation vocally, using instruments, body percussion, or with movement.

- I can create a 16 bar original composition using standard notation, dynamic markings, and phrase markings.
- I can perform a 16 bar original composition alone or in a small ensemble of up to five performers.

PERFORMING

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- Select varied musical works to present based on interest, knowledge, technical skill, and context.
- **Enduring Understanding:** 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.
- **Essential Question:** How do performers select repertoire?

MU:Pr4.1.E.Ia Explain the criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.

- Students rehearse and perform music in unison, two, and three parts.
  - I can sing a melody in unison with the choir.
  - I can sing and hold my part in a two-part canon or partner song.
  - I can sing and hold my part in two-part harmony.
  - I can sing and hold my part in a three-part canon.
  - I can sing and hold my part in three-part harmony.
- Students can sight sing a stepwise, eight-measure melody in unison, beginning on "do" and ending on "do/re/mi," using Curwen hand signs.
  - I can sing a major scale, ascending and descending, using solfege and Curwen hand signs.
  - I can sing a short melody using solfege, where the solfege syllables are notated below each note.
  - I can sing a short melody using solfege, where the solfege syllables are NOT notated below each note.
  - I can sight sing a stepwise, eight-measure melody in unison and two parts, beginning and ending on "do."
  - I can sight sing a stepwise, eight-measure melody in unison and two parts, beginning on "do" and ending on "do/re/mi."
- Students demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used.
  - I can identify and utilize traditional and non-traditional notation, including the treble and bass clef, absolute pitch names of the grand staff, and the use of sharps, flats and naturals.
  - I can recognize, learn and sing solfeggio with attention drawn to accurate intonation.
  - I can identify and demonstrate use of musical terminology in the areas of tempo, dynamics, and style.

- Analyze the structure and context of varied musical works and their implications for performance.
- **Enduring Understanding:** Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- **Essential Question:** How does understanding the structure and context of musical works inform performance?

MU:Pr4.2.E.Ia Demonstrate, using music-reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.

- Students read quarter, half, whole, eighth, sixteenth, dotted half, dotted quarter notes and rests in 2/4, 3/4, 4/4, or C, 5/4, 6/8, 3/8 and cut time.
    - I can identify the names of the above notes.
    - I can clap rhythmic passages containing the above notes in 2/4, 3/4, 4/4.
    - I can identify and explain the above time signatures.
- Students will define and identify standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
    - I can define and identify the above vocabulary and/or symbols.
    - I can demonstrate the above vocabulary and/or symbols in my music making.
- Students demonstrate, using music-reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.
    - I can identify and describe compositional devices employed in a piece.
    - I can identify and describe theoretical and structural aspects of musical works.
    - I can demonstrate how theoretical and structural aspects impact and inform prepared and improvised performances.

- Develop personal interpretations that consider creators' intent.
- **Enduring Understanding:** Performers make interpretive decisions based on their understanding of context and expressive intent.
- **Essential Question:** How do performers interpret musical works?

MU:Pr4.3.E.Ia Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.

- I can identify expressive elements in a piece, including dynamics, articulation, tempo and phrasing.
- I can accurately perform expressive elements in a piece, including dynamics, articulation, tempo and phrasing.
- I can read and understand the meaning of the text.
- I can identify the compositional choices connecting words and music within the piece.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- Evaluate and refine personal and ensemble performances, individually or in collaboration with others.
- **Enduring Understanding:** 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.
- **Essential Question:** How do musicians improve the quality of their performance?

MU:Pr5.1.E.Ia Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.

- I can identify expressive challenges in a varied repertoire of music.
- I can develop strategies to address expressive challenges in a varied repertoire of music.
- I can evaluate the success of my strategies to address expressive challenges in a varied repertoire of music using feedback from ensemble peers and other sources.
- I can use evaluation and feedback to refine my performances.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

- Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.
- **Enduring Understanding:** Musicians judge performance based on criteria that vary across time, place and cultures.
- **Essential Question:** When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

MU:Pr6.1.E.Ia Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.

- I can identify and describe characteristics of music representing diverse cultures, styles and genres.
- I can demonstrate attention to technical accuracy in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles and genres.
- I can demonstrate attention to expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles and genres.

MU:Pr6.1.E.Ib Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.

- I can identify and describe expressive intent in a piece of music.
- I can demonstrate expressive intent in a piece when performing.
- I can communicate expressive intent to an audience through my performance.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.

- Choose music appropriate for specific purposes or contexts.
- **Enduring Understanding:** Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- **Essential Question:** How do individuals choose music to experience?

MU:Re7.1.E.Ia Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.

- I can select appropriate solo repertoire for myself, using given criteria and guidelines.
- With my performing peers, I can select appropriate ensemble repertoire for us, using given criteria and guidelines.
- I can cite characteristics in the music, which support my choosing this repertoire for myself and/or my ensemble.
- I can describe my personal interests in this piece.
- I can describe the purpose of studying/performing this piece.

- Analyze how the structure and context of varied musical works inform the response.
- **Enduring Understanding:** Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- **Essential Question:** How does understanding the structure and context of music inform a response?

MU:Re7.2.E.Ia Explain how the analysis of passages and understanding the way the elements of music are manipulated inform the response to music.

- I can describe and identify the elements of music in a piece.
- I can describe how the elements of music inform performance decisions.
- I can analyze phrases, form, and passages of music.
- I can describe how the phrases, form, and passages of music inform performance decisions.

- Students will recognize reasons for selecting music based on a variety of characteristics.
  - I can recognize and select music that expresses happiness or joy through sound or text.
  - I can recognize and select music that expresses sadness through sound or text.
  - I can recognize and select music that utilizes tempo to create purpose and context.

Anchor Standard 8: Interpret intent and meaning in artistic work.

- Support an interpretation of musical work that reflects creators'/performers' expressive intent.
- **Enduring Understanding:** Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- **Essential Question:** How do we discern the musical creators' and performers' expressive intent?

MU:Re8.1.E.Ia Explain and support interpretations of the expressive intent and meaning of

musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research.

- I can identify and describe expressive elements such as dynamics, articulations and tempos.
- I can apply my knowledge of dynamics, articulations and tempos when performing.

- Students will identify structural segments of a piece of music.
  - I can identify the chorus of a piece of music.
  - I can identify the verse of a piece of music.
  - I can identify the bridge of a piece of music.
  - I can identify the "A" section of a piece of music.
  - I can identify the "B" section of a piece of music.
  - I can identify a partner song.
  - I can identify a canon or round.
- Students identify characteristics of the piece's historical period/ style/ culture and apply those characteristics when performing.
  - I can identify characteristics of the piece's historical period/ style/ culture.
  - I can apply my knowledge of the characteristics of the piece's historical period/ style/ culture when performing.
- Students understand the text of a piece, and apply that knowledge to performance.
  - I can read and interpret the meaning of the text of a piece.
  - I can relate phrases in the text to phrases in the music.
  - I can identify word painting/symbolism in music.

Anchor Standard 9: Apply criteria to evaluate artistic work.

- Support personal evaluation of musical works and performance(s) based on analysis, interpretation, and established criteria.
- **Enduring Understanding:** The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
- **Essential Question:** How do we judge the quality of musical work(s) and performance(s)?

MU:Re9.1.E.Ia Evaluate works and performances based on personally- or collaboratively-developed criteria, including analysis of the structure and context.

- Students evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music.
  - I can create criteria to use in evaluating the quality and effectiveness of my own performances.
  - I can create criteria to use in evaluating the quality and effectiveness of others' performances.
  - I can create criteria to use in evaluating the quality and effectiveness of compositions, arrangements, and improvisations.
  - I can apply the criteria in my personal participation in music.

- Students evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.
    - I can evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.

CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- Synthesize and relate knowledge and personal experiences to make music.
- **Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- **Essential Question:** How do musicians make meaningful connections to creating, performing, and responding?

MU:Cn10.0.E.Ia Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

- Students will make connections between learned skills and creating and performing music.
    - I can demonstrate interest when creating music.
    - I can demonstrate knowledge when creating music.
    - I can demonstrate skills when creating music.
    - I can demonstrate interest when performing music.
    - I can demonstrate knowledge when performing music.
    - I can demonstrate skills when performing music.
    - I can demonstrate interest when responding to music.
    - I can demonstrate knowledge when responding to music.
    - I can demonstrate skills when responding to music.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- Relate musical ideas and works with varied context to deepen understanding.
- **Enduring Understanding:** Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.
- **Essential Question:** How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

MU:Cn11.0.E.Ia Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

- Students will describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music (e.g., language arts: issues to be considered in setting texts to music; mathematics: frequency ratios of intervals; sciences: the human hearing process and hazards to hearing; social studies: historical and social events and movements chronicled in or influenced by musical works.
    - I can demonstrate the relationship between music and self-expression.
    - I can demonstrate the relationship between music and other art forms.

General Music
Grade 7

Course Overview:
The 7th grade general music class is designed to develop students' music abilities, skills, artistic literacy and appreciation. Students participate in a variety of musical and creative experiences including: playing instruments (drums, guitar, piano, and ukulele), music theory, music history, world music and its role in various cultures, music careers, composing and listening.

Vocabulary:
Beat, Clef, Composer, Eighth note, Eighth rest, Form, Genre, Guitar, Half note, Half rest, Harmony, Keyboard, Key Signature, Measure, Melody, Music Industry, Quarter note, Quarter rest, Repeat, Rhythm, Staff, Technique, Time Signature, Ukulele, Whole note, Whole rest.

CREATING
Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- Generate musical ideas for various purposes and contexts.
- **Enduring Understanding:** The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- **Essential Question:** How do musicians generate creative ideas?

MU:Cr1.1.7a Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent.

- I can perform a musical idea using call and response on my instrument.
- I can compose a short (2-4 measure) melodic phrase within a given key on my instrument.
- I can perform rhythmic variations of my own creation on a simple melody on my instrument.
- I can improvise and notate a 4 beat rhythm.

Anchor Standard 2: Select and develop musical ideas for defined purposes and contexts.

- **Enduring Understanding:** Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- **Essential Question:** How do musicians make creative decisions?

MU:Cr2.1.7a Select, organize, develop, and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent.

- I can create a rhythm or melody on more than one instrument used in our class.

MU:Cr2.1.7b Use standard and/or iconic notation and/or audio/video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.

- I can create a 2-measure original melody, using the first five notes of one clef.
- I can say the note names for my melody.

- I can speak the rhythm of my composition using a designated counting system or syllables.
- I can write a 2-measure melody of my creation correctly using standard notation.

Anchor Standard 3: Refine and complete artistic work.

- Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.
- **Enduring Understanding:** Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- **Essential Question:** How do musicians improve the quality of their creative work?

MU:Cr3.1.7a Evaluate their own work, applying selected criteria such as appropriate application of elements of music including style, form, and use of sound sources.

- I can identify the form and style of music that I perform.
- I can demonstrate knowledge of rhythm and meter in music I compose.
- I can listen to and evaluate a variety of musical offerings.

MU:Cr3.1.7b Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others (teacher and peers).

- I can explain my choices of sounds/instruments in a piece of music I have composed.
- I can evaluate the quality and effectiveness of my own and other's performances and compositions by applying specific criteria.

- Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.
- **Enduring Understanding:** Musicians' presentation of creative work is the culmination of a process of creation and communication.
- **Enduring Question:** When is creative work ready to share?

MU:Cr3.2.7a Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate unity and variety, and convey expressive intent.

- I can explain my choices for style, form and instrument/sound choices in my composition.
- I can perform my work for peers and my teacher.
- I can explain the mood and expressive intent for my composition.

PERFORMING

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- Select varied musical works to present based on interest, knowledge, technical skill, and context.
- **Enduring Understanding:** 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.

- **Essential Question:** How do performers select repertoire?

MU:Pr4.1.7a Apply collaboratively-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context and, after discussion, identify expressive qualities, technical challenges, and reasons for choices.

- I can choose appropriate music for my skill level.
- I can choose music appropriate for an audience.
- I can describe the expressive qualities and mood of a piece of music.

- Analyze the structure and context of varied musical works and their implications for performance.
- **Enduring Understanding:** Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- **Essential Question:** How does understanding the structure and context of musical works inform performance?

MU:Pr4.2.7a Explain and demonstrate the structure of contrasting pieces of music selected for performance and how elements of music are used.

- I can listen to a piece of music and describe what I hear (e.g. families of instruments, form, repetition, dynamics, etc.).

MU:Pr4.2.7b When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.

- I can play and understand the steady beat in all music I perform.
- I can understand differences in time signatures.
- I can recognize, understand, and play basic notation in treble and bass clef.
- I can use basic expression marks, such as loud (f) and quiet (p).
- I can identify high and low sounds and differentiate between different timbres I hear in musical recordings/performances.
- I can identify and understand different instruments and groups, such as orchestra, band, and choir.
- I can describe the difference between unison and harmony.

MU:Pr4.2.7c Identify how cultural and historical context inform performances and result in different music interpretations.

- I can identify the different roles of music in various cultures and countries.
- I can identify different eras of music in history.
- I can identify different styles that developed during certain eras in history.

- Develop personal interpretations that consider creators' intent.
- **Enduring Understanding:** Performers make interpretive decisions based on their understanding of context and expressive intent.
- **Essential Question:** How do performers interpret musical works?

MU:Pr4.3.7a Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style,

and phrasing) convey intent.

- I can choose two pieces of music within my repertoire that demonstrate different styles or mood.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- Evaluate and refine personal and ensemble performances, individually or in collaboration with others.
- **Enduring Understanding:** 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.
- **Essential Question:** How do musicians improve the quality of their performance?

MU:Pr5.1.7a. Identify and apply collaboratively-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when the music is ready to perform.

- I can read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4.
- I can demonstrate a steady beat when playing music on my instrument.
- I can demonstrate my knowledge of standard notation by playing what is written on my instrument.
- I can demonstrate my knowledge of standard notation by writing music for my instrument.
- I can sight read new music that matches my playing ability.
- I can demonstrate proper playing posture and technique for my instrument.
- I can demonstrate ability to play fast and slow.
- I can demonstrate ability to play with dynamic contrasts.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

- Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.
- **Enduring Understanding:** Musicians judge performance based on criteria that vary across time, place, and cultures.
- **Essential Question(s):** When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

MU:Pr6.1.7a. Perform the music with technical accuracy and stylistic expression to convey the creator's intent.

- I can perform music at an appropriate skill level with technical accuracy.
- I can perform music correctly and expressively according to its written notation.

MU:Pr6.1.7b. Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context.

- I can demonstrate appropriate audience behavior.
- I can demonstrate appropriate performance etiquette.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.

- Choose music appropriate for a specific purpose or context.
- **Enduring Understanding:** Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- **Essential Question:** How do individuals choose music to experience?

MU:Re7.1.7a Select or choose contrasting music to listen to and compare the connections to specific interests or experiences for a specific purpose.

  - I can listen to various recordings of music and appropriately express its cultural function or purpose.
  - I can chose music to listen to that reflects a certain culture or a personal interest.

- Analyze how the structure and context of varied musical works inform the response.
- **Enduring Understanding:** Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- **Essential Question:** How does understanding the structure and context of music inform a response?

MU:Re7.2.7a Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces.

  - I can explain why two pieces of music that I listen to are different or similar.

MU:Re7.2.7b Identify and compare the context of music from a variety of genres, cultures, and historical periods.

  - I can explain why two pieces of music that I listen to are from different musical eras.
  - I can say what instruments or sounds I hear in music of various styles and eras.

Anchor Standard 8: Interpret intent and meaning in artistic work.

- Support interpretations of musical works that reflect creators'/performers' expressive intent.
- **Enduring Understanding:** Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- **Essential Question:** How do we discern the musical creators' and performers' expressive intent?

MU:Re8.1.7a Describe a personal interpretation of contrasting works and explain how creators' and performers' application of the elements of music and expressive qualities, within genres, cultures, and historical periods, convey expressive intent.

  - I can choose appropriate music that I prefer to listen to and share it with the class.
  - I can say why I chose music and know its genre.
  - I can say why I chose music and understand its mood.

Anchor Standard 9: Apply criteria to evaluate artistic works.

- Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.
- **Enduring Understanding:** The personal evaluation of musical work(s) and performances(s) is informed by analysis, interpretation, and established criteria.
- **Essential Question:** How do we judge the quality of musical work(s) and performances(s)?

MU:Re9.1.7a Select from teacher-provided criteria to evaluate musical works or performances.

- I can give constructive comments to my peers regarding their performances.

CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- Synthesize and relate knowledge and personal experiences to make music.
- **Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- **Essential Question:** How do musicians make meaningful connections to creating, performing, and responding?

MU:Cn10.0.7a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

- I can explain the intended emotion or event portrayed in my musical compositions and performances.
- I can explain my own personal musical preferences including genre, instruments or sounds and eras of music.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- Relate musical ideas and works with varied context to deepen understanding.
- **Enduring Understanding:** Understanding connections to varied contexts and daily life enhances musicians' creating, performing and responding.
- **Essential Question:** How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

MU:Cn11.0.7a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

- I can describe a connection between music I hear or perform and experiences in my life.
- I can find similarities between music and other arts, such as visual art, media art, drama, and dance.
- I can list various jobs or careers in music, art, dance, and drama.
- I can describe the connection between music I hear or perform and experiences in my life.

General Music
Grade 8

Course Overview:
The 8th grade general music class is designed to develop students' music abilities, skills, artistic literacy and appreciation. Students participate in a variety of musical and creative experiences including: playing instruments (drums, guitar, piano, and ukulele), music technology (garage band and other music programs), music theory and history, world music and its role in various cultures, music careers, music production and industry, composing and listening.

Vocabulary:
Beat, Clef, Composer, Eighth note, Eighth rest, Form, Genre, Guitar, Half note, Half rest, Harmony, Keyboard, Key signature, Measure , Melody, Music industry, Quarter note, Quarter rest, Repeat, Rhythm, Staff, Technique, Time signature, Ukulele, Whole note, Whole rest.

CREATING
Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- Generate musical ideas for various purposes and contexts.
- **Enduring Understanding:** The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- **Essential Question(s):** How do musicians generate creative ideas?

MU:Cr1.1.8.a Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.

- I can perform a musical idea using call and response on my instrument.
- I can compose a melody (4-8 measure) within a given key on my instrument.
- I can perform rhythmic variations of my own creation on a simple melody on my instrument.
- I can improvise and notate a 16 measure rhythm composition.

Anchor Standard 2: Organize and develop artistic ideas and work.

- Select and develop musical ideas for defined purposes and contexts.
- **Enduring Understanding:** Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- **Essential Question:** How do musicians make creative decisions?

MU:Cr2.1.8.a Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release, unity and variety, balance, and convey expressive intent.

- I can create a rhythm or melody on more than one instrument used in our class.

MU:Cr2.1.8.b Use standard and/or iconic notation and/or audio/video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences.

- I can create an original melody of 4-8 measures, using notes from my clef.

- I can say the note names for my melody.
- I can speak the rhythm of my composition using a designated counting system or syllables.
- I can write a 4-8 measure melody and correctly notate it using standard notation.
- I can show and say what form I used in my composition.
- I can explain my choices of instruments/sounds in a composition using computers/music apps.

Anchor Standard 3: Refine and complete artistic work.

- Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.
- **Enduring Understanding:** Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- **Essential Question:** How do musicians improve the quality of their creative work?

MU:Cr3.1.8.a Evaluate their own work by selecting and applying criteria including appropriate application of compositional techniques, style, form, and use of sound sources.

- I can identify the form and style of music that I compose or perform.
- I can demonstrate knowledge of rhythm and meter in music I compose.
- I can listen to and evaluate a variety of musical offerings.
- I can evaluate recordings, live music and videos of musical performances of different kinds of music and judge the quality regardless of my own personal tastes.

MU:Cr3.1.8.b Describe the rationale for refining works by explaining the choices, based on evaluation criteria.

- I can explain my choices of sounds/instruments in a piece of music I have composed.
- I can evaluate the quality and effectiveness of my own and other's performances and compositions by applying specific criteria.
- I can explain my choice of style/genre of my composition.

- Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.
- **Enduring Understanding:** Musicians' presentation of creative work is the culmination of a process of creation and communication.
- **Essential Question:** When is creative work ready to share?

MU:Cr3.2.8.a Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate the application of compositional techniques for creating unity and variety, tension and release, and balance to convey expressive intent.

- I can identify weak and strong parts of my musical performances and compositions.
- I can perform my work for peers and my teacher.
- I can explain the mood and expressive intent for my composition.

- I can explain how the elements of music and instruments choices I have utilized in composing make the style and mood of my created music clear.

PERFORMING:
Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- Select varied musical works to present based on interest, knowledge, technical skill, and context.
- **Enduring Understanding:** 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.
- **Essential Question:** How do performers select repertoire?

MU:Pr4.1.8.a Apply personally-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context, and explain expressive qualities, technical challenges, and reasons for choices.

- I can choose appropriate music for my skill level.
- I can choose music appropriate for an audience.
- I can describe the expressive qualities and mood of a piece of music.
- I can identify style, instrumentation and mood of two contrasting pieces of music.

- Analyze the structure and context of varied musical works and their implications for performance.
- **Enduring Understanding:** Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- **Essential Question:** How does understanding the structure and context of musical works inform performance?

MU:Pr4.2.8.a Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.

- I can listen to a piece of music and describe what I hear (e.g. families of instruments, form, repetition, dynamics, etc.)

MU:Pr4.2.8.b When analyzing selected music, sight-read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation.

- I can play and understand the steady beat in all the music I perform.
- I can understand differences in time signatures.
- I can recognize, understand, and play basic notation in treble and bass clef.
- I can use basic expression marks, such as loud (f) and quiet (p).
- I can identify high and low sounds and differentiate between different timbres I hear in musical recordings/performances.
- I can identify and understand different instruments and groups, such as orchestra, band, and choir.
- I can describe the difference between unison and harmony.
- I can identify AB, ABA, and theme and variation forms.
- I can identify what genre of music I am listening to.

- I can explain after listening to a piece of music how certain elements are utilized to achieve the style/sound.

MU:Pr4.2.8.c Identity how cultural and historical context inform performances and result in different musical effects.

- I can identify the role of music in various cultures in my own country, foreign countries and eras of history.
- I can identify the role of music in different eras of history.
- I can identify different styles of music that developed during certain eras in history.
- I can explain how different eras in music history helped encourage newer styles and genres.

- Develop personal interpretations that consider creators' intent.
- **Enduring Understanding:** Performers make interpretive decisions based on their understanding of context and expressive intent.
- **Essential Question:** How do performers interpret musical works?

MU:Pr4.3.8.a Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing).

- I can choose two pieces of music within my repertoire that demonstrate different styles or mood.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- Evaluate and refine personal and ensemble performances, individually or in collaboration with others.
- **Enduring Understanding:** 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.
- **Essential Question:** How do musicians improve the quality of their performance?

MU:Pr5.1.8.a Identify and apply personally-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse, refine, and determine when the music is ready to perform.

- I can read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4.
- I can demonstrate a steady beat when playing music on my instrument.
- I can demonstrate my knowledge of standard notation by playing what is written on my instrument.
- I can demonstrate my knowledge of standard notation by writing music for my instrument.
- I can sight read new music that matches my playing ability.
- I can demonstrate proper playing posture and technique for my instrument.
- I can demonstrate ability to play fast and slow.
- I can demonstrate ability to play with dynamic contrasts.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

- Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.
- **Enduring Understanding:** Musicians judge performance based on criteria that vary across time, place, and cultures.
- **Essential Question(s):** When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

MU:Pr6.1.8.a Perform the music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent.

- I can perform music at an appropriate skill level with technical accuracy.
- I can perform music correctly and expressively according to its written notation.

MU:Pr6.1.8.b Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style**.**

- I can demonstrate appropriate audience behavior.
- I can demonstrate appropriate performance etiquette.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.

- Choose music appropriate for a specific purpose or context.
- **Enduring Understanding:** Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- **Essential Question:** How do individuals choose music to experience?

MU:Re7.1.8.a Select programs of music (such as a CD mix or live performances) and demonstrate the connections to an interest or experience for a specific purpose.

- I can listen to various recordings of music and appropriately express its cultural function or purpose.
- I can chose music to listen to that reflects a certain culture or a personal interest.

- Analyze how the structure and context of varied musical works inform the response.
- **Enduring Understanding:** Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- **Essential Question:** How does understanding the structure and context of music inform a response?

MU:Re7.2.8.a Compare how the elements of music and expressive qualities relate to the structure within programs of music**.**

- I can explain why two pieces of music that I listen to are different or similar.

MU:Re7.2.8.b Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.

- I can explain that two different pieces of music that I listen to are from different musical eras and identify the era.
- I can say what instruments or sounds I hear in music of various styles and eras.

Anchor Standard 8: Interpret intent and meaning in artistic work.

- Support interpretations of musical works that reflect creators'/performers' intent.
- **Enduring Understanding:** Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- **Essential Question:** How do we discern the musical creators' and performers' expressive intent?

MU:Re8.1.8.a Support personal interpretation of contrasting programs of music and explain how creators' or performers' apply the elements of music and expressive qualities, within genres, cultures, and historical periods to convey expressive intent.

- I can choose appropriate music that I prefer to listen to and share it with the class.
- I can say why I chose music and know its genre.
- I can say why I chose music and understand its mood.
- I can explain the composer or performer's expressive intent.

Anchor Standard 9: Apply criteria to evaluate artistic work.

- Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.
- **Enduring Understanding:** The personal evaluation of musical work(s) and performances(s) is informed by analysis, interpretation, and established criteria.
- **Essential Question:** How do we judge the quality of musical work(s) and performances(s)?

MU:Re9.1.8.a Apply appropriate personally-developed criteria to evaluate musical works or performances**.**

- I can give constructive comments to my peers regarding their performances.
- I can explain why a performance met criteria or why it did not.
- I can understand why the teacher chose the music being studied.

CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- Synthesize and relate knowledge and personal experiences to make music.
- **Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- **Essential Question:** How do musicians make meaningful connections to creating, performing, and responding?

MU:Cn10.0.8.a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

- I can explain the intended emotion or event portrayed in my musical compositions and performances.

- I can explain how musical elements in the music help evoke my mood or intention in the music.
- I can explain my own personal musical preferences including genre, instruments or sounds and eras of music.
- I can chose music that is appropriate to my skill level.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- Relate musical ideas and works with varied context to deepen understanding.
- **Enduring Understanding:** Understanding connections to varied contexts and daily life enhances musicians' creating, performing and responding.
- **Essential Question:** How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

MU:Cn11.0.8 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

- I can describe a connection between music I hear or perform and experiences in my life.
- I can find similarities between music and other arts, such as visual art, media art, drama, and dance.
- I can list various jobs or careers in music, art, dance, and drama.
- I can describe the connection between music I hear or perform and experiences in my life.

6th Grade Orchestra

Course Overview:
Sixth Grade Orchestra designed to students learn the fundamentals of playing a string instrument, thus providing a solid foundation for future musical growth. This course curriculum is based on the National Core Arts Standards.

Vocabulary:
Accent, Arco, Bow, Bow Placement, Bow Speed, Bow Weight, Bridge, Chin Rest, Dotted Rhythm, Down Bow, End Pin, First and Second Ending, Forte, Harmony, Legato, Melody, Mezzo, Phrase, Piano, Pitch, Pizzicato, Rhythm, Shoulder Rest, Slur, Staccato, String, Tail Piece, Tie, Up bow.

CREATING

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- Generate musical ideas for various purposes and contexts.
- **Enduring Understanding:** The creative ideas concepts and feelings that influence musicians' work emerge from a variety of sources.
- **Essential Question:** How do musicians generate creative ideas?

MU:Cr1.1.E.5a Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.

- Students improvise simple harmonic accompaniments.
    - I can complete melodies. I can play by ear.
    - I can communicate a musical idea using call and response on my instrument.
- Students improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys.
    - I can perform variations on a simple melody.
    - I can improvise a 4 beat rhythm.
- Students improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality.
    - I can improvise a tune using an idea I created.

Anchor Standard 2: Organize and develop artistic ideas and work.

- Select and develop musical ideas for defined purposes and contexts.
- **Enduring Understanding:** Musicians' creative choices are influenced by their expertise, context and expressive intent.
- **Essential Question:** How do musicians make creative decisions?

MU:Cr2.1.E.5a Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.

- I can play and notate a D major scale, a G major scale, and a C major scale.

MU:Cr2.1.E.5b Preserve draft compositions and improvisations through standard notation and audio recording.

- Students record an improvisation.
    - I can record an improvisation with creation and assessment technology.
- Students notate an original composition.
    - I can label the note names for my melody.
    - I can notate and record a D major scale.
    - I can describe the dynamics used in the melody.
    - I can speak the rhythm of my composition using the designated counting system.
- Students compose short pieces within specified guidelines (e.g., a particular style, form, instrumentation, compositional technique), demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance.
    - I can create an original melody, using the first five notes.
    - I can use dynamics to create different moods within a piece of music
    - I can successfully complete assignments with a similar design and sequence as the Essential Elements creativity exercises when assigned.

Anchor Standard 3: Refine and complete artistic work.

- Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.
- **Enduring Understanding:** Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- **Essential Question:** How do musicians improve the quality of their creative work?

MU:Cr3:1.E.5a Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria.

- Students can describe the musical elements needed to refine their creation.
    - I can listen to my recording and discuss what I like about my original composition.
    - I can identify ways to change my original composition to make it sound the way I want.

- Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.
- **Enduring Understanding:** Musicians' presentation of creative work is the culmination of a process of creation and communication.
- **Enduring Question:** When is creative work ready to share?

MU:Cr3.2.E.5a Share personally-developed melodic and rhythmic ideas or motives - individually or as an ensemble - that demonstrate understanding of characteristics of music or texts studied in rehearsal.

- Students will demonstrate proper fundamentals on their instrument.
    - I can tell when our ensemble plays with good time and good intonation using proper inflection according to written directions on sheet music.

PERFORMING

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- Select varied musical works to present based on interest, knowledge, technical skill, and context.
- **Enduring Understanding:** Performers' interest in and knowledge of musical work(s), understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- **Essential Question:** How do performers select repertoire?

MU:Pr4.1.E.5a Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.

- I can pick an appropriate piece for solo day.

- Analyze the structure and context of varied musical works and their implications for performance.
- **Enduring Understanding:** Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- **Essential Question:** How does understanding the structure and context of musical works inform performance?

MU:Pr4.2.E.5a Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.

- I can identify A, B and A,B,A form
- I understand the concept of musical phrasing.

- Develop personal interpretations that consider creators' intent.
- **Enduring Understanding:** Performers make interpretive decisions based on their understanding of context and expressive intent.
- **Essential Question:** How do performers interpret musical works?

MU:Pr4.3.E.5a Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.

- I can use dynamics to enhance my performance.
- I can tell the difference between major and minor modes.
- I can use varied tempi to create tension and release in my music.
- I can use different articulators, like staccato and legato.
- I can use the bow effectively to alter expressive elements.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- Evaluate and refine personal and ensemble performances, individually or in collaboration with others.
- **Enduring Understanding:** 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.
- **Essential Question:** How do musicians improve the quality of their performance?

MU:Pr5.1.E.5a Use self-reflection and peer feedback to refine individual and ensemble

performances of a varied repertoire of music.

- I can demonstrate good posture in rest and playing position while sitting or standing.
- I can demonstrate the following right hand skills:
  - Bow hold, correct right arm or elbow level, bowing on two open strings, simple string crossing (between adjacent strings), relaxed pizzicato motion, basic détaché stroke, staccato stroke, absence of arm motion, bowing with a steady even tone, linked bowing, and simple slurs.
- I can demonstrate correct intonation skills such as:
  - Manipulate pitch, match pitch, play simple double stops using an adjacent string in tune, and manipulate string adjusters to match a pitch using pizzicato.
- I can use various appropriate parts of my body to demonstrate beat.
- I can identify a metronome and clearly demonstrate how to use it as a practice tool.
- I can demonstrate an accurate conducting pattern for time signatures of 2/4, 3/4, and 4/4 times.
- I can count out loud using a syllabic counting system.
- I can accurately draw my music clef.
- I can name the lines and spaces of a music staff including ledger lines above and below.
- I can recognize and clearly define basic music terms.
- I can demonstrate the ability to play fast and slow.
- I can demonstrate the ability to play loud and soft.
- I can notate basic notes and rests in simple rhythmic patterns.
- I can identify the difference between high and low notes.
- I can read and identify the difference between steps and skips.
- I can correctly play the C, G and D major scales.
- I can correctly demonstrate hook bow patterns.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

- Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.
- **Essential Question:** When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
- **Enduring Understanding:** Musicians judge performance based on criteria that vary across time, place and cultures.

MU:Pr6.1.E.5a Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.

- I can play with proper technique and inflection.
- I can tell if our orchestra is playing in tune.
- I can blend my individual part with the entire orchestra.
- I can play my part from beginning to end.

- I can respond to ensemble sound and adjust my playing to meet performance needs.

MU:Pr6.1.E.5b Demonstrate an awareness of the context of the music through prepared and improvised performances.

- I can correctly perform my part.
- I can make my music sound sad or happy.
- I can play in tune.
- I can play with steady beat.
- I can play with correct bowings.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.

- Choose music appropriate for specific purposes or contexts.
- **Enduring Understanding:** Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- **Essential Question:** How do individuals choose music to experience?

MU:Re7.1.E.5a Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.

- With my teachers help, I can choose a solo for the Christmas concert.
- With my teachers help, I can choose a piece for solo day.

- Analyze how the structure and context of varied musical works inform the response.
- **Enduring Understanding:** Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- **Essential Question:** How does understanding the structure and context of music inform a response?

MU:Re7.2.E.5a Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.

- With my teachers help, I can choose a solo for the Christmas concert.
- With my teachers help, I can choose a piece for solo day.

Anchor Standard 8: Interpret intent and meaning in artistic work.

- Support interpretations of musical works that reflect creators/performers' expressive intent.
- **Enduring Understanding:** Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- **Essential Question:** How do we discern the musical creators' and performers' expressive intent?

MU:Re8.1.E.5a Identify interpretations of the expressive intent and meaning of musical works,

referring to the elements of music, contexts, and (when appropriate) the setting of the text.

- I can tell if the composer wants the audience to feel happy or sad when we play this piece.
- I can tell if the music would work well when played with a film or play.
- I can tell if the piece is dance music or just for listening.

Anchor Standard 9: Apply criteria to evaluate artistic work.

- Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.
- **Enduring Understanding:** The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.
- **Essential Question:** How do we judge the quality of musical work(s) and performance(s)?

MU:Re9.1.E.5a Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.

- I can tell if the musicians are using proper or improper bow technique.
- I can tell if the musicians are playing with a good sense of time and in tune.

CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- Synthesize and relate knowledge and personal experiences to make music.
- **Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- **Essential Question:** How do musicians make meaningful connections to creating, performing, and responding?

MU:Cn10.0.E.5a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

- I can play louder when I have the melody and softer when I play harmony in orchestra class.
- I can play the melody and harmony part, make personal choices, and intent when creating, performing, and responding to music.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- Relate musical ideas and work to varied contexts and daily life to deepen understanding.
- **Enduring Understanding:** Understanding connections to varied contexts and daily life enhances musicians' creating, performing and responding.
- **Essential Question:** How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

MU:Cn11.0.E.5a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

- I can identify the difference between a piece that was intended for dance and a piece that was intended to begin a play.
- I can tell the difference between art music and music written for a commercial.
- I can indicate vocabulary in common with other subjects, i.e. contrast, background, foreground, color movement.

7th Grade Orchestra

Course Overview:
7th grade orchestra is a continuation of the concepts learning in 6th grade while advancing students technical, theoretical and aesthetic knowledge and skills. This course curriculum is based on the National Core Arts Standards.

Vocabulary:
Arco, Arpeggio, Articulation/Attack, Bow, Bridge, Chin Rest, Dotted Rhythm, Down bow, End Pin, First and Second Ending, Forte, Fortissimo, Hooked bow, Major, Melody, Minor, Phrase, Pianissimo, Piano, Pitch, Pizzicato, Rhythm, Scale, Shoulder Rest, Slur, String, Syncopation, Tail Piece, Tie, Up bow.

CREATING:
Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- Generate musical ideas for various purposes and contexts.
- **Enduring Understanding:** The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- **Essential Question:** How do musicians generate creative ideas?

MU:Cr1.1.E.8a Compose and improvise ideas for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.

- Students improvise simple harmonic accompaniments.
    - I can complete melodies. I can play by ear.
    - I can communicate a musical idea using call and response on my instrument.
- Students improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys.
    - I can perform variations on a simple melody.
    - I can improvise a 4 beat rhythm.
- Students improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality.
    - I can improvise a tune using an idea I created.

Anchor Standard 2: Organize and develop artistic ideas and work.

- Select and develop musical ideas for defined purposes and contexts.
- **Enduring Understanding:** Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- **Essential Question:** How do musicians make creative decisions?

MU:Cr2.1.E.8a Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.

- I can write and perform a simple melody based on a D Major scale.

MU:Cr2.1.E.8b Preserve draft compositions and improvisations through standard notation and audio recording.

- Students record an improvisation.
    - I can record an improvisation with creation and assessment technology.
- Students notate an original composition.
    - I can label the note names for my melody.
    - I can describe the dynamics used in the melody.
    - I can speak the rhythm of my composition using the designated counting system.
- Students compose short pieces within specified guidelines (e.g., a particular style, form, instrumentation, compositional technique), demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance.
    - I can create an original melody, using the first five notes.
    - I can use dynamics to create different moods within a piece of music
    - I can successfully complete the Essential Elements creativity exercises when assigned.

Anchor Standard 3: Refine and complete artistic work.

- Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.
- **Enduring Understanding:** Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- **Essential Question:** How do musicians improve the quality of their creative work?

MU:Cr3:1.E.8a Evaluate and refine draft compositions and improvisations based on knowledge, skill, and collaboratively-developed criteria .

- Students can describe the musical elements needed to refine their creation.
    - I can listen to my recording and discuss what I like about my original composition.
    - I can identify ways to change my original composition to make it sound the way I want.

- Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.
- **Enduring Understanding:** Musicians' presentation of creative work is the culmination of a process of creation and communication.
- **Enduring Question:** When is creative work ready to share?

MU:Cr3.2.E.8a Share personally-developed melodies and rhythmic passages – individually or as an ensemble – that demonstrate understanding of characteristics of music or texts studied in rehearsal.

- Students will demonstrate proper fundamentals on their instrument.
    - I can tell when our ensemble plays with good time and good intonation using proper inflection.

PERFORMING:

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- Select varied musical works to present based on interest, knowledge, technical skill, and context.

- **Enduring Understanding:** 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.
- **Essential Question:** How do performers select repertoire?

MU:Pr4.1.E.8a Select a varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.

- I can pick an appropriate piece for solo day.

- Analyze the structure and context of varied musical works and their implications for performance.
- **Enduring Understanding:** Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- **Essential Question:** How does understanding the structure and context of musical works inform performance?

MU:Pr4.2.E.8a Demonstrate, using music reading skills where appropriate, how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.

- I can identify A, B and A,B,A form
- I understand the concept of musical phrasing.

- Develop personal interpretations that consider creators' intent.
- **Enduring Understanding:** Performers make interpretive decisions based on their understanding of context and expressive intent.
- **Essential Question:** How do performers interpret musical works?

MU:Pr4.3.E.8a Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.

- I can use dynamics to enhance my performance.
- I can tell the difference between major and minor modes.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- Evaluate and refine personal and ensemble performances, individually or in collaboration with others.
- **Enduring Understanding:** 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.
- **Essential Question:** How do musicians improve the quality of their performance?

MU:Pr5.1.E.8a Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.

- I can demonstrate good posture in rest position and playing position regardless if I am sitting or standing.

- I can demonstrate the following right hand skills:
  - Bow hold, right arm level and/or elbow levels, bowing on two open strings at the same time, simple string crossings, a relaxed pizzicato motion (without holding the bow), on individual strings and strumming (in playing position), a basic détaché stroke (middle of bow), demonstrate staccato stroke, stopping cleanly and smoothly between strokes; relaxed arm motion, absence of arm motion and freedom of motion, bowing with a steady, even tone, linked bowing, and simple slurs.
- I can demonstrate the following ear Training/Intonation skills:
  - Manipulate a pitch (sharp, flat, in tune), match a pitch (vocally and on instrument), play simply double stops, using an adjacent string in tune, and manipulate string adjusters to match a pitch using pizzicato.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

- Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.
- **Enduring Understanding:** Musicians judge performance based on criteria that vary across time, place, and cultures.
- **Essential Question:** When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

MU:Pr6.1.E.8a Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.

- I can play with proper technique and inflection.
- I can tell if our orchestra is playing in tune.
- I can blend my individual part with the entire orchestra.
- I can play my part from beginning to end.

MU:Pr6.1.E.8b Demonstrate an understanding of the context of the music through prepared and improvised performances.

- I can correctly perform my part.
- I can make my music sound sad or happy.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.

- Choose music appropriate for specific purpose or context.
- **Enduring Understanding:** Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- **Essential Question:** How do individuals choose music to experience?

MU:Re7.1.E.8a Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and content.

- With my teachers help, I can choose a solo for the Christmas concert.
- With my teachers help, I can choose a piece for solo day.

- Analyze how the structure and context of varied musical works inform the response.
- **Enduring Understanding:** Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- **Essential Question:** How does understanding the structure and context of music inform a response?

MU:Re7.2.E.8a Describe how understanding context and the way the elements of music are manipulated inform the response to music**.**

- With my teachers help, I can choose a solo for the Christmas concert.
- With my teachers help, I can choose a piece for solo day.

Anchor Standard 8: Interpret intent and meaning in artistic work.

- Support interpretations of musical works that reflect creators'/performers' expressive intent.
- **Enduring Understanding:** Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- **Essential Question:** How do we discern the musical creators' and performers' expressive intent?

MU:Re8.1.E.8a Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text

- I can tell if the composer wants the audience to feel happy or sad when we play this piece.
- I can tell if the music would work well when played with a film or play.
- I can tell if the piece is dance music or just for listening.

Anchor Standard 9: Apply criteria to evaluate artistic work.

- Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.
- **Enduring Understanding:** The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
- **Essential Question:** How do we judge the quality of musical work(s) and performance(s)?

MU:Re9.1.E.8a Explain the influence of experiences, analysis, and context on interest in and evaluation of music.

- I can tell if the piece is played with proper intonation.
- I can tell if the musicians are using proper or improper bow technique.
- I can tell if the musicians are playing with a good sense of time.

CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- Synthesize and relate knowledge and personal experiences to make music.

- **Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- **Essential Question:** How do musicians make meaningful connections to creating, performing, and responding?

MU:Cn10.0.E.8a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

- I can play louder when I have the melody and softer when I play harmony in orchestra class.
- I can play the melody and harmony part, onal choices and intent when creating, performing, and responding to music.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- Relate musical ideas and works with varied context to deepen understanding.
- **Enduring Understanding:** Understanding connections to varied contexts and daily life enhances musicians' creating, performing and responding.
- **Essential Question:** How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

MU:Cn11.0.E.8a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life

- I can identify the difference between a piece that was intended for dance and a piece that was intended to begin a play.
- I can tell the difference between art music and music written for a commercial.

8th Grade Orchestra

Course Overview:
Eighth Orchestra is a course designed to provide students a continuation of studies in string instrument pedagogy and performance. Students will gain proficiency in ensemble technique as well as instrumental methods providing them with a solid foundation for a continuation in high school coursework. This course curriculum is based on the National Core Arts Standards.

Vocabulary:
Arco, Arpeggio, Articulation/Attack, Bow, Bridge, Chin Rest, Chord, Dotted Rhythm, Down Bow, End Pin, First and Second Ending, Forte, Fortissimo, Hooked Bow, Major, Melody, Minor, Phrase, Pianissimo, Piano, Pitch, Pizno, Pizzicato, Rhythm, Scale, Shoulder Rest, Slur, String, Syncopation, Tail Piece, Tie, Up Bow.

CREATING:
Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- Generate musical ideas for various purposes and contexts.
- **Enduring Understanding:** The creative ideas concepts and feelings that influence musicians' work emerge from a variety of sources.
- **Essential Question:** How do musicians generate creative ideas?

MU:Cr1.1.E.8a Compose and improvise ideas for melodies and rhythmic passages based on characteristics of music or text(s) studied in rehearsal.

- Students improvise simple harmonic accompaniments.
    - I can complete melodies. I can play melodies by rote
    - I can communicate a musical idea using call and response on my instrument.
- Students improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys.
    - I can perform variations on a simple melody.
    - I can improvise a 4 beat rhythm.
- Students improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality.
    - I can make up a short melody over a rhythmic accompaniment.

Anchor Standard 2: Organize and develop artistic ideas and work.

- Select and develop musical ideas for defined purposes and contexts.
- **Enduring Understanding:** Musicians' creative choices are influenced by their expertise, context and expressive intent.
- **Essential Question:** How do musicians make creative decisions?

MU:Cr2.1.E.8a Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or texts studied in rehearsal.

- I can write and perform a simple melody in D major, G major, C major, F major, A minor, E minor, and D minor using the different bowing styles I learned in class.

MU:Cr2.1.E.8b Preserve draft compositions and improvisations through standard notation and audio recording.

- Students notate an original composition.
    - I can notate a musical idea on staff paper or with music composition software.
    - I can describe and demonstrate and apply the dynamics used in performance and in my composition.
    - I understand and apply advanced musical concepts learned in rehearsal like bowing phrasing and musical nuance in my compositions.
    - I can correctly notate and speak the rhythm of my composition using the designated counting system?
    - I can use articulation and varied bow strokes to impact the emotion of music.
- Students record a musical improvisation.
    - I can record an improvisation with creation and assessment technology.
    - I can share my recording using an appropriate file sharing format.
- Students compose short pieces within specified guidelines (e.g., a particular style, form, instrumentation, compositional technique), demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance.
    - I can create an original melody, using the first five notes.
    - I can use dynamics to create different moods within a piece of music
    - I can successfully complete the Essential Elements creativity exercises when assigned.

Anchor Standard 3: Refine and complete artistic work.

- Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.
- **Enduring Understanding:** Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- **Essential Question:** How do musicians improve the quality of their creative work?

MU:Cr3:1.E.8a Evaluate and refine draft compositions and improvisations based on knowledge, skills, and collaboratively-developed criteria.

- Students can describe the musical elements needed to refine their creation.
    - I can refine my composition using appropriate musical terminology and compositional techniques and give feedback to other students regarding their compositions.
- Students can refine listening skills to recognize the difference between consonance and dissonance and their appropriate uses within a composition.
    - I can listen and analyze ensemble music as we perform in a rehearsal and concert setting.
- Students can share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.
    - I can create an original composition.
    - I can perform my original composition.

- Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.
- **Enduring Understanding:** Musicians' presentation of creative work is the culmination of a process of creation and communication.
- **Enduring Question:** When is creative work ready to share?

MU:Cr3.2.E.8a Share personally-developed melodies and rhythmic passages- individually or as an ensemble-that demonstrate understanding of characteristics of music or texts studied in rehearsal.

- Students will be able to perform their compositions for other students.
    - I can effectively rehearse and prepare my composition.
    - I can perform my composition for other students.

PERFORMING

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- Select varied musical works to present based on interest, knowledge, technical skill, and context.
- **Enduring Understanding:** 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.
- **Essential Question:** How do performers select repertoire?

MU:Pr4.1.E.8a Select a varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in music, context, and the technical skill of the individual and ensemble.

- I can explain appropriate criteria, with correct vocabulary, for choosing a piece.
- I can pick an appropriate piece for an ensemble.

- Analyze the structure and context of varied musical works and their implications for performance.
- **Enduring Understanding:** Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- **Essential Question:** How does understanding the structure and context of musical works inform performance?

MU:Pr4.2.E.8a Demonstrate, using music reading skills where appropriate, how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.

- Students will understand musical form and how form impacts musical decisions.
    - I will understand basic analysis of musical form
    - I will understand how contrasting formal sections impact musical decisions.

- Develop personal interpretations that consider creators' intent.
- **Enduring Understanding:** Performers make interpretive decisions based on their understanding of context and expressive intent.

- **Essential Question:** How do performers interpret musical works?

MU:Pr4.3.E.8a Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.

- Students will compare and contrast the personal interpretations of different performances of the same piece.
    - I can compare and contrast different performances of the same piece.
- Students will be able to discuss their reasons for making musical interpretations.
    - I can defend my musical interpretation of my solo to my teacher and students.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- Evaluate and refine personal and ensemble performances, individually or in collaboration with others.
- **Enduring Understanding:** 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.
- **Essential Question:** How do musicians improve the quality of their performance?

MU:Pr5.1.E.8a Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.

- Students will be able to evaluate their own recorded solo performance using the MHSA Solo and ensemble performance rubric.
    - I can critically listen to my recorded solo and evaluate my performance.
    - I can apply the rehearsal techniques my instructor uses in class to improve my performance.

- Students will set quarterly goals and help create learning targets based on evaluation of concert recording.
    - I can listen and give constructive feedback regarding my performance.
    - I can apply sound music fundamental concepts to improve my performance.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

- Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.
- **Enduring Understanding:** Musicians judge performance based on criteria that vary across time, place and cultures.
- **Essential Question:** When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

MU:Pr6.1.E.8a Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.

- I can play and improvise over a bluegrass standard.

MU:Pr6.1.E.8b Demonstrate an understanding of the context of the music through prepared and improvised performances.

- Students will perform different genres of music.
    - I can play classical music while adhering to traditional performance norms.
    - I can play eclectic music while adhering cultural performance norms.
- Students will perform music in different settings.
    - I can successfully set up and perform classical music in a traditional performance setting.
    - I can successfully set up and perform music in a nontraditional performance setting.
- Students will demonstrate technical skill and artistic ability through instrumental performance.
    - I can successfully perform multi-genre music.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.

- Choose music appropriate for a specific purpose or context.
- **Enduring Understanding:** Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- **Essential Question:** How do individuals choose music to experience?

MU:Re7.1.E.8a Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context.

- I can choose a solo appropriate to my level of ability for solo day.
- I can choose an appropriate solo to perform for a specific event like, music for a wedding or music for medieval days.
- I can help choose appropriate music for upcoming concerts.
- I can successfully choose and perform music for a variety of cultural and community performance opportunities.

- Analyze how the structure and context of varied musical works inform the response.
- **Enduring Understanding:** Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- **Essential Question:** How does understanding the structure and context of music inform a response?

MU:Re7.2.E.8a Describe how understanding context and the way elements of music are manipulated inform the response to music.

- I can select an appropriate solo for solo day.
- I can define the elements of a patriotic song.
- I can describe the difference between sacred and secular pieces

Anchor Standard 8: Interpret intent and meaning in artistic work.

- Support interpretations of musical works that reflect creators'/performers' expressive intent.

- **Enduring Understanding:** Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- **Essential Question:** How do we discern the musical creators' and performers' expressive intent?

MU:Re8.1.E.8a Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text.

- I can tell the difference between different genres of string orchestra music, band music, and choir music including opera.
- I can explain the different uses of each musical style.

Anchor Standard 9: Apply criteria to evaluate artistic work.

- Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.
- **Enduring Understanding:** The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
- **Essential Question:** How do we judge the quality of musical work(s) and performance(s)?

MU:Re9.1.E.8a Explain the influence of experiences, analysis, and context on interest in and evaluation of music.

- I will be able to provide a nuanced critique of the quality of a piece of music and be able to back up my opinion of the quality of a piece of music.
- I can evaluate performances of other groups and soloists based upon established criteria.

CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- Synthesize and relate knowledge and personal experiences to make music.
- **Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- **Essential Question:** How do musicians make meaningful connections to creating, performing, and responding?

MU:Cn10.0.E.8a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

- I can use dynamics when playing melody or harmony in orchestra.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- Relate musical ideas and work to varied contexts and daily life to deepen understanding.
- **Enduring Understanding:** Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

- **Essential Question:** How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

MU:Cn11.0.E.8a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

  - I can identify the difference between a piece that was intended for dance and a piece intended for a play.
  - I can identify and use common vocabulary from different artistic subject areas (form, contrast, color from art; character, plot, tension from literature, etc).

INTERMEDIATE BAND
HIGH SCHOOL – LEVEL 1
Grades 9, 10, 11

Unit of Credit: One Year (Elective)

Prerequisite: Previous Instruction in Grade School or Audition

Course Overview:
Students will review the basics of music theory, tone production, rhythmic skills, and rehearsal skills. Appropriate band literature will be presented with consideration for performance. Pedagogical materials will be presented in order to improve music skills and knowledge. Marching techniques may also be incorporated with regard to specific performance situations. Students will be assessed through written work, individual playing tests, live performance, and post-performance evaluation. This course curriculum is based on the National Core Arts Standards.

Units of Study:
- Aesthetic values
- Cultural awareness
- Instrumental pedagogy
- Musical literacy
- Presentation
- Styles periods

Vocabulary:
Accelerando, Adagio, Ad Libertum, Alla Breve, Allargando, Allegretto, Allegro, Andante, Animato, Assia, Attacca, A Tempo, Brio, Cadenza, Cantabile, Coda, Con, Crescendo, Da Capo, Dal Segno, Decrescendo, Diminuendo, Divisi, Dolce, Endings, Espressivo, Fine, Forte, Fortepiano, Fortissimo, Fuoco, Grand Pause, Grave, Grazioso, Largo, Legato, Lento, L'istesso Tempo, Maestoso, Marcato, Meno Mosso, Mezzo, Moderato, Molto, Morendo, Non Troppo, Ossia, Pesante, Pianissimo, Piano, Piu Mosso, Poco a Poco, Prestissimo, Presto, Rallentendo, Ritardando, Rubato, Secco, Semplice, Sempre, Senza, Sforzando, Simile, Slur and Tie, Soli, Solo, Sordino, Sostenuto, Staccato, Stringendo, Subito, Tacet, Tenuto, Tutti, Unison, Vivace.

CREATING
Anchor Standard 1: Generate and conceptualize artistic ideas and work.
- Generate musical ideas for various purposes and contexts.
- **Enduring Understanding:** The creative ideas concepts and feelings that influence musicians' work emerge from a variety of sources.
- **Essential Question:** How do musicians generate creative ideas?

MU:Cr1.1.E.Ia Compose and improvise ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods

studied in rehearsal.

- Students improvise melodies using designated pitches in a given key. Major, minor, pentatonic and whole tone. (open time w/drone)
    - I can improvise a 4-measure melody within a designated key center and meter.
    - I can start a melodic phrase within a designated major/minor key center.
    - I can complete a melodic phrase within a designated major/minor key center.
    - I can perform rhythmic variations on a simple melody.
    - I can improvise a two-measure rhythm in a designated meter.
- Students compose melodies in a given key. Major, minor.
    - I can create and notate melodic fragments in a designated key center.
    - I can compose an 8-measure melodic phrase within a designated key center and meter.
    - I can use serial music techniques to create a melody by applying scale degrees to given numbers.
- Students compose melodic material relating to a specific emotion, feeling, life experience, or geographic location (etc.).
    - I can compose a melody that expresses specific emotion(s) or feeling(s).
    - I can express musical consonance and dissonance in a way that reflects my daily life.
    - I can contour my melody to represent the topography of a chosen geographical location.
    - I can use texture, dynamics, rhythm, and other musical elements to depict a soundscape.
    - I can call to mind a specific emotion and create a musical line that represents that emotion. (the musical line sounds how I feel).

Anchor Standard 2: Organize and develop artistic ideas and work.

- Select and develop musical ideas for defined purposes and contexts.
- **Enduring Understanding:** Musicians' creative choices are influenced by their expertise, context and expressive intent.
- **Essential Question:** How do musicians make creative decisions?

MU:Cr2.1.E.Ia Select and develop draft melodies, rhythmic passages, and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal.

- Students record an improvisation using recording technology.
    - I can practice and record an improvisation using a designated key center.
    - I can listen to my improvisation and then record changes to my improvisation.

MU:Cr2.1.E.Ib Preserve draft compositions and improvisations through standard notation and audio recording.

- Students notate an original composition on staff paper using traditional pitch and rhythm.
    - I can create an original melody using a designated scale or key center.
    - I can notate my melody on staff paper using traditional notation.
    - I can notate the rhythm of my composition using traditional notation.

    - I can use and describe the musical elements used in my melody (dynamics, articulation, tempi, etc.).
- Students can develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
    - I can compose a 2 measure melodic fragment phrase based on the style of the piece we are performing.
    - I can create a variation on a rhythmic motive from the piece we are studying.
    - I can create a short melody that uses the key in the piece we are studying.

Anchor Standard 3: Refine and complete artistic work.

- Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.
- **Enduring Understanding:** Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- **Essential Question:** How do musicians improve the quality of their creative work?

MU:Cr3.1.E.Ia Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.

- I can listen to my recording and describe my creation by referring to the musical elements.
- I can identify ways to revise and improve my creation to meet the established guidelines.
- I can use appropriate terminology to give feedback to peers regarding their compositions and improvisations.

- Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.
- **Enduring Understanding:** Musicians' presentation of creative work is the culmination of a process of creation and communication.
- **Enduring Question:** When is creative work ready to share?

MU:Cr3.2.E.Ia Share personally-developed melodies, rhythmic passages, and arrangements - individually or as an ensemble – that address identified purposes.

- I can effectively rehearse and perform my creation individually or in a group.
- I can record my original composition or improvisation.
- I can identify and communicate how my creation addresses the identified purpose.

PERFORMING

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- Select varied musical works to present based on interest, knowledge, technical skill, and context.

- **Enduring Understanding:** 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.
- **Essential Question:** How do performers select repertoire?

MU:Pr4.1.E.Ia Explain the criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.

- Students will be involved in selecting repertoire for performances and will know why the music was selected.
    - I can select a series of three or more tunes from a group of tunes we have sight-read/rehearsed (to be used at a concert).
    - I can understand why the music being studied has been chosen as it relates to my own personal growth.
    - I can understand why the music being studied has been chosen as it relates to a program theme.
    - I can provide an appropriate program order from the music selected.

- **Enduring Understanding:** Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- **Essential Question:** How does understanding the structure and context of musical works inform performance?

MU:Pr4.2.E.Ia Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared and improvised performances.

- Students will develop the necessary skills, knowledge, and affect needed to perform a specific composition with understanding.
    - I know the story behind the composition we are performing.
    - I am aware of who the composer is and what her/his intention within the composition.
    - I can create my own story-line for the piece we are performing.

- **Enduring Understanding:** Performers make interpretive decisions based on their understanding of context and expressive intent.
- **Essential Question:** How do performers interpret musical works?

MU:Pr4.3.E.Ia Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.

- Students perform a given piece of music with technical accuracy and appropriate expression.
    - I can perform a phrase of music observing and using the articulations as intended by the composer.
    - I can perform a phrase of music observing and using the dynamics as intended by the composer.

    - I can provide my own interpretation of an ascending/descending line of music.
    - I can demonstrate multiple ways of performing a musical phrase.
- Students will describe how a composer used specific compositional devices to create a specific result.
    - I can describe the form of the piece.
    - I can describe the quality of the chords/harmony and how they contribute to the meaning of the music.
    - I can identify the multiple layers within the music.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- Evaluate and refine personal and ensemble performances, individually or in collaboration with others.
- **Enduring Understanding:** 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.
- **Essential Question:** How do musicians improve the quality of their performance?

MU:Pr5.1.E.Ia Develop strategies to address expressive challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.

- Students will demonstrate proper fundamentals on their instrument.
    - I can assemble my instrument.
    - I can show proper care of my instrument.
    - I can demonstrate the appropriate embouchure.
    - I can perform with proper playing position (hand).
    - I can demonstrate musician posture for a wind instrument.
    - I can demonstrate proper breathing techniques.
    - I can demonstrate appropriate tone.
    - I can demonstrate appropriate and varied articulation through a legato approach.
    - I can tune my instrument.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

- Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.
- **Enduring Understanding:** Musicians judge performance based on criteria that vary across time, place and cultures.
- **Essential Question:** When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

MU:Pr6.1.E.Ia Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.

- Students will perform an appropriate part in an ensemble demonstrating music literacy.
    - I can identify all note names and enharmonic equivalents.
    - I can identify and perform rhythms up through sixteenth note subdivision.

- I can identify and define all musical terms, regarding tempo, dynamic, and styles, as commonly used in grade level literature.
- I can identify and perform simple and compound time signatures (four-four, cut time, two-four, three-four, six-eight).
- I can perform a variety of articulations including slurred, legato, and staccato.

MU:Pr6.1.E.Ib Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.

- I can prepare and perform my part independently within the ensemble.
- I can blend my sound with the other members of the ensemble.
- I can perform my part to achieve correct balance within the ensemble.
- I can adjust my pitch to the other members of the ensemble.
- I can sight-read, accurately and expressively, music with a level of difficulty of 3.5, on a scale of 1-6.
- I can watch my conductor while playing and clearly understand what my conductor is asking me to do while performing.
- I can understand and demonstrate concert etiquette and professionalism as a performer and listener.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.

- Choose music appropriate for specific purposes or contexts.
- **Enduring Understanding:** Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- **Essential Question:** How do individuals choose music to experience?

MU:Re7.1.E.Ia Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.

- Students will be involved in selecting repertoire for performances and will know why the music was selected.
  - I can select a series of three or more tunes from a group of tunes we have sight-read/rehearsed (to be used at a concert).
  - I can understand why the music being studied has been chosen as it relates to my own personal growth.
  - I can understand why the music being studied has been chosen as it relates to a program theme.
  - I can provide an appropriate program order from the music selected.

- Analyze how the structure and context of varied musical works inform the response.
- **Enduring Understanding:** Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- **Essential Question:** How does understanding the structure and context of music inform a response?

MU:Re7.2.E.Ia Explain how the analysis of passages and understanding the way the elements of music are manipulated inform the response to music.

- Students will develop the necessary skills, knowledge, and affect needed to perform a specific composition with understanding.
    - I know the story behind the composition we are performing.
    - I am aware of who the composer is and what her/his intention within the composition.
    - I can create my own story-line for the piece we are performing.

Anchor Standard 8: Interpret intent and meaning in artistic work.

- Support an interpretation of musical work that reflects creators'/performers' expressive intent.
- **Enduring Understanding:** Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- **Essential Question:** How do we discern the musical creators' and performers' expressive intent?

MU:Re8.1.E.Ia Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research.

- Students perform a given piece of music with technical accuracy and appropriate expression.
    - I can perform a phrase of music observing and using the articulations as intended by the composer.
    - I can perform a phrase of music observing and using the dynamics as intended by the composer.
    - I can provide my own interpretation of an ascending/descending line of music.
    - I can demonstrate multiple ways of performing a musical phrase.

Anchor Standard 9: Apply criteria to evaluate artistic work.

- Support personal evaluation of musical works and performance(s) based on analysis, interpretation, and established criteria.
- **Enduring Understanding:** The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
- **Essential Question:** How do we judge the quality of musical work(s) and performance(s)?

MU:Re9.1.E.Ia Evaluate works and performances based on personally- and collaboratively-developed criteria, including analysis of the structure and context.

- I can evaluate a performance as a performer within the ensemble.
- I can attend live performances on a regular basis and enjoy listening for complex musical elements such as changes in style, tonality, irregular phrases, or familiar and/or unusual melodies.
- I can research the context of the music or performance using available resources, such as the library, scholarly journals, and community experts.

- I can use the MHSA performance rubric to evaluate a performance.
- I can analyze an ensemble as if I were the conductor.
- I can analyze a composition as if I were the composer/arranger.

CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- Synthesize and relate knowledge and personal experiences to make music.
- **Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- **Essential Question:** How do musicians make meaningful connections to creating, performing, and responding?

MU:Cn10.0.E.Ia Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

- I can be open to changing my opinion of a piece of music after I have experienced performing it.
- I can perform with appreciation and intent after growing to understand the technical challenges, emotional content, and compositional makeup of a selected piece of music.
- I can understand how my knowledge of composer's intentions will deepen my experience with a piece of music.
- I can rate my experience of learning and enjoying a piece of music from initial reading to completed performance.
- I can connect to music that emulates music from a variety of cultures, eras, and origins.
- I can identify opportunities to perform and hear music in the community and beyond.
- I can describe the ways instrumental music is used in various cultures and demographic groupings of the United States and other countries.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- Relate musical ideas and works with varied context to deepen understanding.
- **Enduring Understanding:** Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.
- **Essential Question:** How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

MU:Cn11.0.E.Ia Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

- I can group music by style, period, and culture, even if I am unfamiliar with that particular style.
- I can trace different styles of music to their origins and relate it to contemporary music.

- I can create timelines of music styles and find parallels to art, history, or technology.
- I can state the different roles that musicians perform within a culture.
- I can understand the functions of music, roles of musicians, and conditions that music is typically performed in a variety of world cultures.

ADVANCED BAND (SYMPHONIC)
HIGH SCHOOL – LEVEL 2
Grades 10, 11, 12

Unit of Credit: One Year (Elective)

Prerequisite: Previous Instruction in Grade School or Audition

Course Overview:
Students will review the basics of music theory, tone production, rhythmic skills, and rehearsal skills. Appropriate band literature will be presented with consideration for performance. Pedagogical materials will be presented in order to improve music skills and performance situations. Students will be assessed through written work, individual playing tests, live performance, and post-performance evaluation. This course curriculum is based on the National Core Arts Standards.

Units of Study:
- Aesthetic values
- Cultural awareness
- Instrumental pedagogy
- Musical literacy
- Presentation
- Styles periods

Vocabulary:
Accelerando, Adagio, Ad Libertum, Alla Breve, Allargando, Allegretto, Allegro, Andante, Animato, Assia, Attacca, A Tempo, Brio, Cadenza, Cantabile, Coda, Con, Crescendo, Da Capo, Dal Segno, Decrescendo, Diminuendo, Divisi, Dolce, Endings, Espressivo, Fine, Forte, Fortepiano, Fortissimo, Fuoco, Grand Pause, Grave, Grazioso, Largo, Legato, Lento, L'istesso Tempo, Maestoso, Marcato, Meno Mosso, Mezzo, Moderato, Molto, Morendo, Non Troppo, Ossia, Pesante, Pianissimo, Piano, Piu Mosso, Poco a Poco, Prestissimo, Presto, Rallentendo, Ritardando, Rubato, Secco, Semplice, Sempre, Senza, Sforzando, Simile, Slur and Tie, Soli, Solo, Sordino, Sostenuto, Staccato, Stringendo, Subito, Tacet, Tenuto, Tutti, Unison, Vivace.

CREATING
Anchor Standard 1: Generate and conceptualize artistic ideas and work.
- Generate musical ideas for various purposes and contexts.
- **Enduring Understanding:** The creative ideas concepts and feelings that influence musicians' work emerge from a variety of sources.
- **Essential Question(s):** How do musicians generate creative ideas?

MU:Cr1.1.E.IIa Compose and improvise ideas for arrangements, sections, and short compositions for specific purposes that reflect characteristic(s) of music from a variety of cultures studied in

rehearsal.

- Students improvise melodies using designated pitches in a given key. Major, minor, pentatonic and whole tone. (open time w/drone)
    - I can improvise an 8 measure melody within a designated key center and meter.
    - I can start and complete melodic phrases within a designated MAJOR/minor key center.
    - I can perform rhythmic and melodic variations of a given melody.
    - I can improvise a multiple measure rhythm in simple and complex meters.
- Students compose melodies in a given key. Major, minor.
    - I can create and notate melodic fragments in a designated key center.
    - I can compose an 8 measure melodic phrase within a designated key center and meter.
    - I can use serial music techniques to create melody by applying scale degrees to given numbers.
- Students compose melodic material relating to a specific emotion, feeling, life experience, or geographic location (etc.).
    - I can compose a melody that expresses specific emotion(s) or feeling(s).
    - I can express musical consonance and dissonance in a way that reflects my daily life.
    - I can use texture, dynamics, rhythm, and other musical elements to depict a soundscape.
    - I can contour my melody to represent the topography of a chosen geographical location.
    - I can call to mind a specific emotion and create a musical gesture that represents that emotion.

Anchor Standard 2: Organize and develop artistic ideas and work.

- Select and develop musical ideas for defined purposes and contexts.
- **Enduring Understanding:** Musicians' creative choices are influenced by their expertise, context and expressive intent.
- **Essential Question:** How do musicians make creative decisions?

MU:Cr2.1.E.IIa Select and develop arrangements, sections, and short compositions for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of cultures studied in rehearsal.

- Students record an improvisation using recording technology.
    - I can practice and record an improvisation using a designated key center.
    - I can listen to my improvisation and then record changes to my improvisation.

MU:Cr2.1.E.IIb Preserve draft compositions and improvisations through standard notation, audio, or video recording.

- Students notate an original composition on staff paper using traditional pitch and rhythm.
    - I can create an original melody, using a designated scale or key center.
    - I can notate my melody on staff paper using traditional notation.
    - I can notate the rhythm of my composition using traditional notation.

    - I can use and describe the musical elements used in my melody (dynamics, articulation, tempi, etc.).
- Students can develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
    - I can compose a melodic phrase based on the style of the piece we are performing.
    - I can create a variation on a rhythmic motive from the piece we are studying.
    - I can create a short melody that uses the key(s) in the piece we are studying.

Anchor Standard 3: Refine and complete artistic work.

- Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.
- **Enduring Understanding:** Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- **Essential Question:** How do musicians improve the quality of their creative work?

MU:Cr3.1.E.IIa Evaluate and refine draft arrangements, sections, short compositions, and improvisations based on personally-developed criteria, including the extent to which they address identified purposes.

- I can listen to my recording and describe my creation by referring to the musical elements and how it meets my established goals.
- I can identify ways to revise and improve my creation to meet the established guidelines.
- I can use appropriate terminology to give feedback to peers regarding their compositions, arrangements, and improvisations.

- Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.
- **Enduring Understanding:** Musicians' presentation of creative work is the culmination of a process of creation and communication.
- **Enduring Question:** When is creative work ready to share?

MU:Cr3.2.E.IIa Share personally-developed arrangements, sections, and short compositions – individually or as an ensemble – that address identified purposes.

- I can effectively rehearse and perform my creation individually or in a group.
- I can record and document my original composition or improvisation.
- I can identify and communicate how my creation addresses the identified purpose.

PERFORMING

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- Select varied musical works to present based on interest, knowledge, technical skill, and context.
- **Enduring Understanding:** 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.

- **Essential Question:** How do performers select repertoire?

MU:Pr4.1.E.IIa Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.

- Students will be involved in selecting repertoire for performances and will know why the music was selected.
    - I can select a series of three or more tunes from a group of tunes we have sight-read/rehearsed (to be used at a concert).
    - I can understand why the music being studied has been chosen as it relates to my own personal growth.
    - I can understand why the music being studied has been chosen as it relates to a program theme.
    - I can provide an appropriate program order from the music selected.

- Analyze the structure and context of varied musical works and their implications for performance.
- **Enduring Understanding:** Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- **Essential Question:** How does understanding the structure and context of musical works inform performance?

MU:Pr4.2.E.IIa Document and demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works may impact and inform prepared and improvises performances.

- Students will develop the necessary skills, knowledge, and affect needed to perform a specific composition with understanding.
    - If a piece is programmatic in nature, I know the story behind the composition we are performing.
    - I am aware of who the composer is and what her/his intention within the composition.
    - I can create my own story line for the piece we are performing.

- Develop personal interpretations that consider creators' intent.
- **Enduring Understanding:** Performers make interpretive decisions based on their understanding of context and expressive intent.
- **Essential Question:** How do performers interpret musical works?

MU:Pr4.3.E.IIa Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skill to connect with the audience.

- Students perform a given piece of music with technical accuracy and appropriate expression.
    - I can perform a phrase of music observing and using the articulations as intended by the composer.

    - I can perform a phrase of music observing and using the dynamics as intended by the composer.
    - I can provide my own interpretation of an ascending/descending line of music.
    - I can demonstrate multiple ways of performing a musical phrase.
- Students will describe how a composer used specific compositional devices to create a specific result.
    - I can describe the form of the piece.
    - I can describe the quality of the chords/harmony and how they contribute to the meaning of the music.
    - I can identify multiple layers within the music.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- Evaluate and refine personal and ensemble performances, individually or in collaboration with others.
- **Enduring Understanding:** 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.
- **Essential Question:** How do musicians improve the quality of their performance?

MU:Pr5.1.E.IIa Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music, and evaluate their success.

- Students will demonstrate proper fundamentals on their instrument.
    - I can assemble my instrument.
    - I can show proper care of my instrument.
    - I can demonstrate the appropriate embouchure.
    - I can perform with proper playing position (hand).
    - I can demonstrate musician posture for a wind instrument.
    - I can demonstrate proper breathing techniques.
    - I can demonstrate appropriate tone.
    - I can demonstrate appropriate and varied articulation through a legato approach.
    - I can tune my instrument.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

- Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.
- **Enduring Understanding:** Musicians judge performance based on criteria that vary across time, place, and cultures.
- **Essential Question:** When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

MU:Pr6.1.E.IIa Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.

- Students will perform an appropriate part in an ensemble demonstrating music literacy.
    - I can identify all note names and enharmonic equivalents.

- I can identify and perform rhythms up through sixteenth note subdivision.
- I can identify and perform pieces written in mixed meter.
- I can identify and perform pieces written in contemporary, non-traditional notation.
- I can identify and define all musical terms, regarding tempo, dynamic, and styles, as commonly used in grade level literature.
- I can perform major scales in the key signatures of B-flat. E-flat, F, A-flat, and C.
- I can identify and perform simple and compound time signatures (four-four, cut time, two-four, three-four, six-eight).
- I can identify and perform advanced modern time signatures,
- I can perform a variety of articulations including slurred, legato, and staccato.

MU:Pr6.1.E.IIb Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances.

- Students will demonstrate an awareness of the context of the music through prepared performances.
    - I can prepare and perform my part independently within the ensemble.
    - I can blend my sound with the other members of the ensemble.
    - I can perform my part to achieve correct balance within the ensemble.
    - I can adjust my pitch to the other members of the ensemble.
    - I can sight-read, accurately and expressively, music with a level of difficulty of 4, on a scale of 1-6.
    - I can watch my conductor while playing and clearly understand what my conductor is asking me to do while performing.
    - I can understand and demonstrate concert etiquette and professionalism as a performer and listener

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.

- Choose music appropriate for specific purposes or contexts.
- **Enduring Understanding:** Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- **Essential Question:** How do individuals choose music to experience?

MU:Re7.1.E.IIa Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.

- Students will be involved in selecting repertoire for performances and will know why the music was selected.
    - I can select a series of three or more tunes from a group of tunes we have sight-red/rehearsed (to be used at a concert).
    - I can understand why the music being studied has been chosen as it relates to my own personal growth.
    - I can understand why the music being studied has been chosen as it relates to a program theme.

    - I can provide an appropriate program order from the music selected.

- Analyze how the structure and context of varied musical works inform the response.
- **Enduring Understanding:** Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- **Essential Question:** How does understanding the structure and context of music inform a response?

MU:Re7.2.E.IIa Explain how the analysis of structures and contexts inform the response to music.

- Students will develop the necessary skills, knowledge, and affect needed to perform a specific composition with understanding.
    - If a piece is programmatic in nature, I know the story behind the composition we are performing.
    - I am aware of who the composer is and what her/his intention within the composition.
    - I can create my own story line for the piece we are performing.

Anchor Standard 8: Interpret intent and meaning in artistic work.

- Support an interpretation of musical work that reflects creators'/performers' expressive intent.
- **Enduring Understanding:** Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- **Essential Question:** How do we discern the musical creators' and performers' expressive intent?

MU:Re8.1.E.IIa Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and varied researched sources.

- Students perform a given piece of music with technical accuracy and appropriate expression.
    - I can perform a phrase of music observing and using the articulations as intended by the composer.
    - I can perform a phrase of music observing and using the dynamics as intended by the composer.
    - I can provide my own interpretation of an ascending/descending line of music.
    - I can demonstrate multiple ways of performing a musical phrase.

Anchor Standard 9: Apply criteria to evaluate artistic work.

- Support personal evaluation of musical works and performance(s) based on analysis, interpretation, and established criteria.
- **Enduring Understanding:** The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
- **Essential Question:** How do we judge the quality of musical work(s) and performance(s)?

MU:Re9.1.E.IIa Evaluate works and performances based on research as well as personally- and collaboratively-developed criteria, including analysis and interpretation of the structure and context.

- I can evaluate a performance as a performer within the ensemble.
- I can attend live performances on a regular basis and enjoy listening for complex musical elements such as changes in style, tonality, irregular phrases, or familiar and/or unusual melodies.
- I can research the context of the music or performance using available resources, such as the library, scholarly journals, and community experts.
- I can use the MHSA performance rubric to evaluate a performance.
- I can analyze an ensemble as if I were the conductor.
- I can analyze a composition as if I were the composer/arranger.

CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- Synthesize and relate knowledge and personal experiences to make music.
- **Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- **Essential Question:** How do musicians make meaningful connections to creating, performing, and responding?

MU:Cn10.0.E.IIa Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

- I can group music by style, period, and culture, even if I am unfamiliar with that particular style.
- I can trace different style of music to their origins and relate it to contemporary music.
- I can create timelines of music styles and find parallels to art, history, or technology.
- I can state the different roles that musicians perform within a culture.
- I can understand the functions of music, roles of musicians, and conditions that music is typically performed in a variety of cultures.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- Relate musical ideas and works with varied context to deepen understanding.
- **Enduring Understanding:** Understanding connections to varied contexts and daily life enhances musicians' creating, performing and responding.
- **Essential Question:** How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

MU:Cn11.0.E.IIa Demonstrate understanding of relationships between music and the other arts, other disciples, varied contexts, and daily life.

- I can make connections between music and other art forms.

- I can make connections between music and other subjects in school and life.
- I can distinguish characteristics of representative music styles from various cultures and historical periods.
- I can synthesize projects that identify and relate music to other issues, topics, and disciplines outside the arts.
- I can state the different roles that musicians perform within our culture.
- I can understand the functions of music, roles of musicians, and conditions that music is typically performed in a variety of cultures.

ADVANCED BAND (WIND ENSEMBLE)
HIGH SCHOOL – LEVEL 3
Grades 10, 11, 12

Unit of Credit: One Year (Elective)

Prerequisite: Beginning Band, Intermediate Band, or Consent of Instructor

Course Overview:
Students will review the basics of music theory, tone production, rhythmic skills, and rehearsal skills. Appropriate band literature will be presented with consideration for performance. Pedagogical materials will be presented in order to improve music skills and knowledge. Marching techniques may also be incorporated with regard to specific performance situations. Students will be assessed through written work, individual playing tests, live performance, and post-performance evaluation. This course curriculum is based on the National Core Arts Standards.

Units of Study:
- Aesthetic values
- Cultural awareness
- Instrumental pedagogy
- Musical literacy
- Presentation
- Styles periods

Vocabulary:
Accelerando, Adagio, Ad Libertum, Alla Breve, Allargando, Allegretto, Allegro, Andante, Animato, Assia, Attacca, A Tempo, Brio, Cadenza, Cantabile, Coda, Con, Crescendo, Da Capo, Dal Segno, Decrescendo, Diminuendo, Divisi, Dolce, Endings, Espressivo, Fine, Forte, Fortepiano, Fortissimo, Fuoco, Grand Pause, Grave, Grazioso, Largo, Legato, Lento, L'istesso Tempo, Maestoso, Marcato, Meno Mosso, Mezzo, Moderato, Molto, Morendo, Non Troppo, Ossia, Pesante, Pianissimo, Piano, Piu Mosso, Poco a Poco, Prestissimo, Presto, Rallentendo, Ritardando, Rubato, Secco, Semplice, Sempre, Senza, Sforzando, Simile, Slur and Tie, Soli, Solo, Sordino, Sostenuto, Staccato, Stringendo, Subito, Tacet, Tenuto, Tutti, Unison, Vivace.

CREATING
Anchor Standard 1: Generate and conceptualize artistic ideas and work.
- Generate musical ideas for various purposes and contexts.
- **Enduring Understanding:** The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- **Essential Question(s):** How do musicians generate creative ideas?

MU:Cr1.1.E.IIIa Compose and improvise musical ideas for a variety of purposes and contexts**.**

- Students improvise melodies over a given chord progression. Major, minor, pentatonic and whole tone. (2 - 4 chord/vamp style)
    - I can improvise within a multiple-chord vamp.
    - I can demonstrate an understanding of harmony through improvisation.
    - I can apply my knowledge of chord tones, leading tones, and scale degrees when improvising.
- Students compose melodies over a given chord progression. Major, minor, pentatonic and whole tone. (vamp style: 4 - 8 ms. long)?
    - I can compose a melody within a multiple-chord vamp.
    - I can demonstrate an understanding of harmony and chord progressions through composition.
    - I can apply my knowledge of chord tones, leading tones, and scale degrees when creating a melody.
- Students compose melodic material relating to a specific emotion, feeling, life experience, or geographic location (etc.). (in preparation for Benchmark 4)
    - I can compose a melody that expresses specific emotion(s) or feeling(s).
    - I can express musical consonance and dissonance in a way that reflects my daily life.
    - I can demonstrate unity and variety, tension and release, and balance in my composition.
    - I can use texture, dynamics, rhythm, and other musical elements to depict a soundscape.
    - I can contour my melody to represent the topography of a chosen geographical location.
    - I can call to mind a specific emotion and create a musical gesture that represents that emotion (the musical line sounds how I feel).
- Students select chords/harmony to create a progression that accompanies their original melody.
    - I can explore a variety of harmonic options relating to my original melody.
    - I can refine my choices within the harmonic progression that accompanies my original melody.

Anchor Standard 2: Organize and develop artistic ideas and work.

- Select and develop musical ideas for defined purposes and contexts.
- **Enduring Understanding:** Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- **Essential Question:** How do musicians make creative decisions?

MU:Cr2.1.E.IIIa Select and develop composed and improvised ideas into draft musical works organized for a variety of purpose s and contexts.

- Students record an improvisation using recording technology.
    - I can practice and record an improvisation using a designated key center.
    - I can listen to my improvisation and then record changes to my improvisation.

MU:Cr2.1.E.IIIb Preserve draft musical works through standard notation, audio, or video recording

- Students notate an original composition on staff paper using traditional pitch and rhythm.
    - I can create an original melody, using a designated scale or key center.
    - I can notate my melody on staff paper using traditional notation.
    - I can notate the rhythm of my composition using traditional notation.
    - I can use and describe the musical elements used in my melody (dynamics, articulation, tempi, etc.).
- Students can develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
    - I can compose a melodic phrase based on the style of the piece we are performing.
    - I can create a variation on a rhythmic motive from the piece we are studying.
    - I can create a short melody that uses the key(s) in the piece we are studying.

Anchor Standard 3: Refine and complete artistic work.

- Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.
- **Enduring Understanding:** Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- **Essential Question:** How do musicians improve the quality of their creative work?

MU:Cr3.1.E.IIIa Evaluate and refine varied draft musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts.

- Students evaluate and refine arrangements, compositions, and improvisations that address an identified purpose.
    - I can listen to my recording and describe my creation by referring to the musical elements and how it meets my established goals.
    - I can identify ways to revise and improve my creation to meet the established context.
    - I can use appropriate terminology to give feedback to peers and model ways to improve regarding their compositions, arrangements, and improvisations.

- **Enduring Understanding:** Musicians' presentation of creative work is the culmination of a process of creation and communication.
- **Enduring Question:** When is creative work ready to share?

MU:Cr3.2.E.IIIa Share varied, personally-developed musical works – individually or as an ensemble – that address identified purposes and contexts.

- I can effectively rehearse and perform my creation individually or in a group.
- I can record and document my original composition or improvisation.
- I can identify and communicate how my creation addresses the identified purpose

PERFORMING

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- Select varied musical works to present based on interest, knowledge, technical skill, and context.
- **Enduring Understanding:** 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.
- **Essential Question:** How do performers select repertoire?

MU:Pr4.1.E.IIIa Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.

- Students will be involved in selecting repertoire for performances and will work collaboratively on a theme program.
    - I can select repertoire for our ensemble by listening to a selected grade level of music.
    - I can work collaboratively with others to determine a program theme.
    - I can help select music for a program theme.
    - I can provide an appropriate program order from the music selected.

- **Enduring Understanding:** Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- **Essential Question:** How does understanding the structure and context of musical works inform performance?

MU:Pr4.2.E.IIIa Examine, evaluate, and critique, using music reading skills where appropriate, how the structure and context impact and inform prepared and improvised performances.

- Students will develop the necessary skills, knowledge, and affect needed to perform a specific composition with understanding.
    - I can do research on a selected composition to determine the composer's intentions and reasons for composing.
    - I am aware of who the composer is and what her/his intention within the composition.
    - I can align myself with the intentions of the composer as I perform.

- Develop personal interpretations that consider creators' intent.
- **Enduring Understanding:** Performers make interpretive decisions based on their understanding of context and expressive intent.
- **Essential Question:** How do performers interpret musical works?

MU:Pr4.3.E.IIIa Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skill to connect with the audience.

- Students perform a given piece of music with technical accuracy and appropriate expression.
    - I can perform all the details of the music as notated.

    - I can provide my own interpretation of an ascending/descending line of music.
    - I can demonstrate multiple ways of performing a musical phrase.
- Students will describe how a composer used specific compositional devices to create a specific result.
    - I can describe the form of the piece.
    - I can describe the quality of the chords/harmony and how they contribute to the meaning of the music.
    - I can identify multiple layers within the music, when present.
    - I can describe how specific musical elements contribute to a musical result.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- Evaluate and refine personal and ensemble performances, individually or in collaboration with others.
- **Enduring Understanding:** 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.
- **Essential Question:** How do musicians improve the quality of their performance?

MU:Pr5.1.E.IIIa Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.

- Students will demonstrate proper fundamentals on their instrument.
    - I can assemble my instrument.
    - I can show proper care of my instrument.
    - I can demonstrate the appropriate embouchure.
    - I can perform with proper playing position (hand).
    - I can demonstrate musician posture for a wind instrument.
    - I can demonstrate proper breathing techniques.
    - I can demonstrate appropriate tone.
    - I can demonstrate appropriate and varied articulation through a legato approach
    - I can tune my instrument.
    - I can teach proper technique to younger students.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

- Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.
- **Enduring Understanding:** Musicians judge performance based on criteria that vary across time, place and cultures.
- **Essential Question:** When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

MU:Pr6.1.E.IIIa Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles**.**

- Students will perform an appropriate part in an ensemble demonstrating music literacy.

- I can identify all note names and enharmonic equivalents.
- I can identify and perform rhythms up through sixteenth note subdivision.
- I can identify and perform pieces written in mixed meter.
- I can identify and perform pieces written in contemporary, non-traditional notation.
- I can identify and define all musical terms, regarding tempo, dynamic, and styles, as commonly used in grade level literature.
- I can identify and perform simple and compound time signatures (four-four, cut time, two-four, three-four, six-eight).
- I can identify and perform articulations including slurred, legato, marcato, and staccato.

MU:Pr6.1.E.IIIb Demonstrate an ability to connect with audience members before and during the process of engaging with and responding to them through prepared and improvised performances

- Students will demonstrate an awareness of the context of the music through prepared performances.
  - I can prepare and perform my part independently within the ensemble.
  - I can blend my sound with the other members of the ensemble.
  - I can perform my part to achieve correct balance within the ensemble.
  - I can adjust my pitch to the other members of the ensemble.
  - I can perform at a high level of nuance and musicality within the ensemble.
  - I can sight-read, accurately and expressively, music with a level of difficulty of 4-5, on a scale of 1-6.
  - I can effectively conduct an ensemble.
  - I can understand and demonstrate concert etiquette and professionalism as a performer and listener

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.

- Choose music appropriate for specific purposes or contexts.
- **Enduring Understanding:** Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- **Essential Question:** How do individuals choose music to experience?

MU:Re7.1.E.IIIa Use research and personally developed criteria to justify choices made when selecting music, citing knowledge of the music, and individual and ensemble purpose and context.

- Students will be involved in selecting repertoire for performances and will work collaboratively on a theme program.
  - I can select repertoire for our ensemble by listening to a selected grade level of music.
  - I can work collaboratively with others to determine a program theme.
  - I can help select music for a program theme.
  - I can provide an appropriate program order from the music selected.

- Analyze how the structure and context of varied musical works inform the response.
- **Enduring Understanding:** Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- **Essential Question:** How does understanding the structure and context of music inform a response?

MU:Re7.2.E.IIIa Demonstrate and justify how the analysis of structures, contexts, and performance decisions inform the response to music.

- Students will develop the necessary skills, knowledge, and affect needed to perform a specific composition with understanding.
    - I can do research on a selected composition to determine the composer's intentions and reasons for composing.
    - I am aware of who the composer is and what her/his intention within the composition.
    - I can align myself with the intentions of the composer as I perform.

Anchor Standard 8: Interpret intent and meaning in artistic work.

- Support an interpretation of musical work that reflects creators'/performers' expressive intent.
- **Enduring Understanding:** Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- **Essential Question:** How do we discern the musical creators' and performers' expressive intent?

MU:Re8.1.E.IIIa Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms.

- Students perform a given piece of music with technical accuracy and appropriate expression.
    - I can perform all the details of the music as notated.
    - I can provide my own interpretation of an ascending/descending line of music.
    - I can demonstrate multiple ways of performing a musical phrase.

Anchor Standard 9: Apply criteria to evaluate artistic work.

- Support personal evaluation of musical works and performance(s) based on analysis, interpretation, and established criteria.
- **Enduring Understanding:** The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
- **Essential Question:** How do we judge the quality of musical work(s) and performance(s)?

MU:Re9.1.E.IIIa Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision-making, research, and understanding of contexts.

- Students will develop and justify their evaluations of music, programming, and performances based on a criteria or rubric.
    - I can evaluate a performance as a performer within the ensemble.
    - I can attend live performances on a regular basis and enjoy listening for complex musical elements such as changes in style, tonality, irregular phrases, or familiar and/or unusual melodies.
    - I can research the context of the music or performance using available resources, such as the library, scholarly journals, and community experts.
    - I can use the MHSA performance rubric to evaluate a performance.
    - I can analyze an ensemble as if I were the conductor.
    - I can analyze a composition as if I were the composer/arranger.

CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- Synthesize and relate knowledge and personal experiences to make music.
- **Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- **Essential Question:** How do musicians make meaningful connections to creating, performing, and responding?

MU:Cn10.0.E.IIIa Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

- I can be open to changing my opinion of a piece of music after I have experienced performing it.
- I can perform with appreciation and intent after growing to understand the technical challenges, emotional content and compositional makeup of a selected piece of music.
- I can understand how my knowledge of composer's intentions will deepen my experience with a piece of music.
- I can rate my experience of learning and enjoying a piece of music from initial reading to completed performance.
- I can connect to music that emulates music from a variety of cultures, eras and origins.
- I can identify opportunities to perform and hear music in the community and beyond.
- I can describe the ways instrumental music is used in various cultures and demographic groupings of the United States and other cultures.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- Relate musical ideas and works with varied context to deepen understanding.
- **Enduring Understanding:** Understanding connections to varied contexts and daily life enhances musicians' creating, performing and responding.
- **Essential Question:** How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

MU:Cn11.0.E.IIIa Demonstrate understanding of relationships between music and the other disciplines, varied contexts, and daily life.

- I can make connections between music and other art forms.
- I can make connections between music and other subjects in school and life.
- I can distinguish characteristics of representative music styles from various cultures and historical periods.
- I can synthesize projects that identify and relate music to other issues, topics, and disciplines outside the arts.
- I can state the different roles that musicians perform within our culture.
- I can understand the functions of music, roles of musicians, and conditions that music is typically performed in a variety of cultures.

JAZZ BAND
HIGH SCHOOL
Grades 10, 11, 12

Unit of Credit: One Year (Elective)

Prerequisite: Audition and Consent of Instructor

Course Overview:
Students will review the basics of music theory, tone production, rhythmic skills, and rehearsal skills. Appropriate jazz literature will be presented with consideration for performance. Pedagogical materials will be presented in order to improve music skills, styles, and knowledge. Students will be assessed through written work, individual playing tests, live performance, and post-performance evaluation. This course curriculum is based on the National Core Arts Standards.

Units of Study:
- Aesthetic values
- Cultural awareness
- Instrumental pedagogy
- Jazz history
- Musical literacy
- Presentation

Vocabulary:
Accelerando, Adagio, Ad Libertum, Alla Breve, Allargando, Allegretto, Allegro, Andante, Animato, Assia, Attacca, A Tempo, Brio, Cadenza, Cantabile, Coda, Con, Crescendo, Da Capo, Dal Segno, Decrescendo, Diminuendo, Divisi, Dolce, Endings, Espressivo, Fine, Forte, Fortepiano, Fortissimo, Fuoco, Grand Pause, Grave, Grazioso, Largo, Legato, Lento, L'istesso Tempo, Maestoso, Marcato, Meno Mosso, Mezzo, Moderato, Molto, Morendo, Non Troppo, Ossia, Pesante, Pianissimo, Piano, Piu Mosso, Poco a Poco, Prestissimo, Presto, Rallentendo, Ritardando, Rubato, Secco, Semplice, Sempre, Senza, Sforzando, Simile, Slur and Tie, Soli, Solo, Sordino, Sostenuto, Staccato, Stringendo, Subito, Tacet, Tenuto, Tutti, Unison, Vivace.

CREATING
Anchor Standard 1: Generate and conceptualize artistic ideas and work.
- Generate musical ideas for various purposes and contexts.
- **Enduring Understanding:** The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- **Essential Question:** How do musicians generate creative ideas?

MU:Cr1.1.E.IIIa Compose and improvise musical ideas for a variety of purposes and contexts**.**
- Students improvise melodies over a given chord progression. Major, minor, pentatonic and whole tone. (2 - 4 chord, vamp style, open groove)

    - I can improvise a variation on a given head chart melody.
    - I can improvise over a designated chord progression using chord tones, pentatonic and blues scales.
    - I can improvise a melodic statement over a chord progression.
- Students improvise over basic blues progression (in at least 3 keys - minor and dominant).
    - I can improvise using the correct blues scale for the designated blues progression.
    - I can include melodic fragments within my improvisation.
    - I can trace 3rds and 7ths within the blues progression.
    - I can incorporate 3rd and 7th movement within my improvisation.
- Students compose an original 12 bar blues melody in a designated key.
    - I can cite the use of repetition within jazz standard blues.
    - I can compose a 12 bar blues melody using repetition, melodic variation and symmetry of phrase.
- **S**tudents compose melodic material relating to a specific groove or style.
    - I can compose melodic fragments in a designated key and style.
    - I can combine my melodic fragments and create variation within them to tie them together.
    - I can compose a complete, balanced melody in a designated style or groove.

Anchor Standard 2: Organize and develop artistic ideas and work.

- Select and develop musical ideas for defined purposes and contexts.
- **Enduring Understanding:** Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- **Essential Question:** How do musicians make creative decisions?

MU:Cr2.1.E.IIIa Select and develop composed and improvised ideas into draft musical works organized for a variety of purposes and contexts.

- Students record an improvisation using recording technology.
    - I can practice and record an improvisation using a designated key center.
    - I can listen to my improvisation and then record changes to my improvisation.

MU:Cr2.1.E.IIIb Preserve draft musical works through standard notation, audio, or video recording.

- Students notate an original composition on staff paper using traditional pitch and rhythm.
    - I can create an original melody, using a designated scale or key center.
    - I can notate my melody on staff paper using traditional notation.
    - I can notate the rhythm of my composition using traditional notation.
    - I can use and describe the musical elements used in my melody (dynamics, articulation, tempi, etc.).
- Students can develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
    - I can compose a melodic phrase based on the style of the piece we are performing.
    - I can create a variation on a rhythmic motive from the piece we are studying.
    - I can create a short melody that uses the key(s) in the piece we are studying.

Anchor Standard 3: Refine and complete artistic work.

- Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.
- **Enduring Understanding:** Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- **Essential Question:** How do musicians improve the quality of their creative work?

MU:Cr3.1.E.IIIa Evaluate and refine varied draft musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts.

- Students evaluate and refine arrangements, short compositions, improvisations that address an identified purpose.
    - I can listen to my recording and describe my creation by referring to the musical elements and how it meets my established goals.
    - I can identify ways to revise and improve my creation to meet the established context.
    - I can use appropriate terminology to give feedback to peers and model ways to improve regarding their compositions, arrangements, and improvisations.

- **Enduring Understanding:** Musicians' presentation of creative work is the culmination of a process of creation and communication.
- **Enduring Question:** When is creative work ready to share?

MU:Cr3.2.E.IIIa Share varied, personally-developed musical works – individually or as an ensemble – that address identified purposes and contexts.

- I can effectively rehearse and perform my creation individually or in a group/combo.
- I can record and document my original composition or improvisation.
- I can identify and communicate how my creation addresses the identified purpose.

PERFORMING

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- Select varied musical works to present based on interest, knowledge, technical skill, and context.
- **Enduring Understanding:** 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.
- **Essential Question:** How do performers select repertoire?

MU:Pr4.1.E.IIIa Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.

- Students will be involved in selecting repertoire for performances and will work collaboratively on a theme program.

    - I can select repertoire for our ensemble by listening to a selected grade level of music.
    - I can work collaboratively with others to determine a program theme.
    - I can help select music from a designated jazz history time frame.
    - I can provide an appropriate program order from the music selected.

- **Enduring Understanding:** Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- **Essential Question:** How does understanding the structure and context of musical works inform performance?

MU:Pr4.2.E.IIIa Examine, evaluate, and critique, using music reading skills where appropriate, how the structure and context impact and inform prepared and improvised performances.

- Students will develop the necessary skills, knowledge, and affect needed to perform a specific composition with understanding.
    - I am aware of who the composer is and what her/his intention within the composition.
    - I can do research on a selected composition to determine the composer's intentions and reasons for composing.
    - I can align myself with the intentions of the composer as I perform.

- **Enduring Understanding:** Performers make interpretive decisions based on their understanding of context and expressive intent.
- **Essential Question:** How do performers interpret musical works?

MU:Pr4.3.E.IIIa Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skill to connect with the audience.

- Students perform a given piece of music with technical accuracy and appropriate expression.
    - I can perform all the details of the music as notated.
    - I can determine the appropriate feel of the music.
    - I can perform with correct articulation in the style of the music.
    - I can provide my own interpretation of an ascending/descending line of music.
    - I can demonstrate multiple ways of performing a musical phrase.
- Students will describe how a composer used specific compositional devices to create a specific result.
    - I can describe the form of the piece.
    - I can describe the quality of the chords/harmony and how they contribute to the meaning of the music.
    - I can identify multiple layers within the music, when present.
    - I can describe how specific musical elements contribute to a musical result.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- Evaluate and refine personal and ensemble performances, individually or in collaboration with others.
- **Enduring Understanding:** 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.
- **Essential Question:** How do musicians improve the quality of their performance?

MU:Pr5.1.E.IIIa Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.

- Students will demonstrate proper fundamentals on their instrument.
    - I can assemble my instrument.
    - I can show proper care of my instrument.
    - I can demonstrate the appropriate embouchure.
    - I can perform with proper playing position (hand).
    - I can demonstrate musician posture for a wind instrument.
    - I can demonstrate proper breathing techniques.
    - I can demonstrate appropriate tone.
    - I can demonstrate appropriate and varied articulation through a legato approach.
    - I can tune my instrument.
    - I can teach proper technique to younger students.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

- Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.
- **Enduring Understanding:** Musicians judge performance based on criteria that vary across time, place, and cultures.
- **Essential Question:** When is a performance judged ready to present? How do context and the manner in which musical works is presented influence audience response?

MU:Pr6.1.E.IIIa Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles**.**

- Students will perform an appropriate part in an ensemble demonstrating music literacy.
    - I can identify all note names and enharmonic equivalents.
    - I can identify and perform rhythms up through sixteenth note subdivision.
    - I can identify and perform pieces written in mixed meter.
    - I can identify and perform pieces written in contemporary, non-traditional notation.
    - I can identify and define all musical terms, regarding tempo, dynamic, and styles, as commonly used in grade level literature.
    - I can identify and perform simple and compound time signatures (four-four, cut time, two-four, three-four, six-eight).
    - I can interpret style markings and perform in the designated style.

MU:Pr6.1.E.IIIb Demonstrate an ability to connect with audience members before and during the process of engaging with and responding to them through prepared and improvised performances.

- Students will demonstrate an awareness of the context of the music through prepared performances.
    - I can prepare and perform my part independently within the ensemble.
    - I can blend my sound with the other members of the ensemble.
    - I can perform my part to achieve correct balance within the ensemble.
    - I can adjust my pitch to the other members of the ensemble.
    - I can perform at a high level of nuance and musicality within the ensemble.
    - I can sight-read, accurately and expressively, music with a level of difficulty of 3-4, on a scale of 1-6.
    - I can effectively lead and rehearse a small ensemble.
    - I can understand and demonstrate concert etiquette and professionalism as a performer and listener.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.

- Choose music appropriate for specific purposes or contexts.
- **Enduring Understanding:** Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- **Essential Question:** How do individuals choose music to experience?

MU:Re7.1.E.IIIa Use research and personally-developed criteria to justify choices made when selecting music, citing knowledge of the music, and individual and ensemble purpose and context.

- Students will be involved in selecting repertoire for performances and will work collaboratively on a theme program.
    - I can select repertoire for our ensemble by listening to a selected grade level of music.
    - I can work collaboratively with others to determine a program theme.
    - I can help select music from a designated jazz history time frame.
    - I can provide an appropriate program order from the music selected.

- Analyze how the structure and context of varied musical works inform the response.
- **Enduring Understanding:** Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- **Essential Question:** How does understanding the structure and context of music inform a response?

MU:Re7.2.E.IIIa Demonstrate and justify how the analysis of structures, contexts, and performance decisions inform the response to music.

- Students will develop the necessary skills, knowledge, and affect needed to perform a specific composition with understanding.

- I am aware of who the composer is and what her/his intention within the composition.
- I can do research on a selected composition to determine the composer's intentions and reasons for composing.
- I can align myself with the intentions of the composer as I perform.

Anchor Standard 8: Interpret intent and meaning in artistic work.

- Support an interpretation of musical work that reflects creators'/performers' expressive intent.
- **Enduring Understanding:** Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- **Essential Question:** How do we discern the musical creators' and performers' expressive intent?

MU:Re8.1.E.IIIa Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms.

- Students perform a given piece of music with technical accuracy and appropriate expression.
  - I can perform all the details of the music as notated.
  - I can determine the appropriate feel of the music.
  - I can perform with correct articulation in the style of the music.
  - I can provide my own interpretation of an ascending/descending line of music.
  - I can demonstrate multiple ways of performing a musical phrase.

Anchor Standard 9: Apply criteria to evaluate artistic work.

- Support personal evaluation of musical works and performance(s) based on analysis, interpretation, and established criteria.
- **Enduring Understanding:** The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
- **Essential Question:** How do we judge the quality of musical work(s) and performance(s)?

MU:Re9.1.E.IIIa Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision-making, research, and understanding of contexts.

- Students will develop and justify their evaluations of music, programming, and performances based on a criteria or rubric.
- I can evaluate a performance as a performer within the ensemble.
- I can attend live performances on a regular basis and enjoy listening for complex musical elements such as changes in style, tonality, irregular phrases, or familiar and/or unusual melodies.
- I can research the context of the music or performance using available resources, such as the library, scholarly journals, and community experts.
- I can use the MHSA performance rubric to evaluate a performance.
- I can analyze an ensemble as if I were the conductor.
- I can analyze a composition as if I were the composer/arranger.

CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- Synthesize and relate knowledge and personal experiences to make music.
- **Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- **Essential Question:** How do musicians make meaningful connections to creating, performing, and responding?

MU:Cn10.0.E.IIIa Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

- I can be open to changing my opinion of a piece of music after I have experienced performing it.
- I can perform with appreciation and intent after growing to understand the technical challenges, emotional content and compositional makeup of a selected piece of music.
- I can understand how my knowledge of composer's intentions will deepen my experience with a piece of music.
- I can rate my experience of learning and enjoying a piece of music from initial reading to completed performance.
- I can connect to music that emulates music from a variety of cultures, eras, and origins.
- I can identify opportunities to perform and hear music in the community and beyond.
- I can describe the ways instrumental music is used in various cultures and demographic groupings of the United States and other countries.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- Relate musical ideas and works with varied context to deepen understanding.
- **Enduring Understanding:** Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.
- **Essential Question:** How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

MU:Cn11.0.E.IIIa Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

- I can make connections between music and other art forms.
- I can make connections between music and other subjects in school and life.
- I can distinguish characteristics of representative music styles from various cultures and historical periods.
- I can synthesize projects that identify and relate music to other issues, topics, and disciplines outside the arts.
- I can state the different roles that musicians perform within our culture.

- I can understand the functions of music, roles of musicians, and conditions that jazz music is typically performed in a variety of cultures.

BEGINNING WOMEN'S CHOIR, BEGINNING MEN'S CHOIR, INTERMEDIATE MIXED CHOIR
9, 10, 11, 12

Unit of Credit: One Year (Elective)

Prerequisite: None

Course Overview:
Beginning Women's and Men's Choirs introduce fundamentals of vocal production, including an understanding of the student's own voice, basic music literacy, and choral performance. Methodology is employed through group rehearsal. Assessments used are individual voice testing, written tests, live performance participation, and post-performance evaluation.

Vocabulary:
A cappella, Accompaniment, Allegro, Alto, Arranger, Baritone, Bar Line, Bass, Chest Voice, Composer, Diaphragmatic Support, Diphthongs, Dynamics, Falsetto, Forte, Fortissimo, Head Voice, Largo, Measure, Mezzo Forte, Mezzo Piano, Mezzo-Soprano, Moderato, Octavo, Passaggio, Pianissimo, Piano, Resonance, Rote, Soft Palate, Soprano, Staff, System, Tempo, Tenor, Treble, Vivace.

CREATING
Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- Generate musical ideas for various purposes and contexts.
- **Enduring Understanding**: The creative ideas concepts and feelings that influence musicians' work emerge from a variety of sources.
- **Essential Question(s)**: How do musicians generate creative ideas?

MU:Cr1.1.E.Ia Compose and improvise ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristics of music from a variety of historical periods studied in rehearsal.

- I can describe characteristics of music from given historical styles.
- I can compose rhythmic passages in a given historical style.
- I can compose melodies in a given historical style.
- I can compose arrangements in a given historical style.

Anchor Standard 2: Organize and develop artistic ideas and work.

- Select and develop musical ideas for defined purposes and contexts.
- **Enduring Understanding:** Musicians' creative choices are influenced by their expertise, context and expressive intent.
- **Essential Question:** How do musicians make creative decisions?

MU:Cr2.1.E.Ia Select and develop draft melodies, rhythmic passages, and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of

historical periods studied in rehearsal.

- I can describe characteristics of music from a variety of historical periods studied in rehearsal.
- I can draft melodies.
- I can draft rhythmic passages.
- I can draft arrangements.
- I can select and draft melodies, rhythmic passages, and arrangements that demonstrate understanding of characteristics of music from a variety of historical periods studied in rehearsal.

MU:Cr2.1.E.Ib Preserve draft compositions and improvisations through standard notation and audio recording.

- I can preserve draft compositions and improvisations through audio recording.
- I can preserve draft compositions and improvisations through standard notation.

Anchor Standard 3: Refine and complete artistic work.

- Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.
- **Enduring Understanding:** Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- **Essential Question:** How do musicians improve the quality of their creative work?

MU:Cr3.1.E.Ia Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.

- I can identify purposes for melodies, rhythmic passages, arrangements, and improvisations.
- I can describe criteria used to evaluate melodies, rhythmic passages, arrangements, and improvisations.
- I can use established criteria to evaluate melodies, rhythmic passages, arrangements, and improvisations.
- I can use established criteria and prior evaluations to refine melodies, rhythmic passages, arrangements, and improvisations.

- Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.
- **Enduring Understanding**: Musicians' presentation of creative work is the culmination of a process of creation and communication.
- **Enduring Question:** When is creative work ready to share?

MU:Cr3.2.E.Ia Share personally-developed melodies, rhythmic passages, and arrangements-individually or as an ensemble - the address identified purposes.

- I can identify purposes for melodies, rhythmic passages, and arrangements.
- I can personally develop melodies, rhythmic passages, and arrangements individually.

- I can share personally-developed melodies, rhythmic passages and arrangements, created by me individually.
- I can develop melodies, rhythmic passages, and arrangements with an ensemble.
- I can share melodies, rhythmic passages and arrangements, created by my ensemble.

PERFORMING

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- Select varied musical works to present based on interest, knowledge, technical skill, and context.
- **Enduring Understanding:** 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.
- **Essential Question**: How do performers select repertoire?

MU:Pr4.1.E.Ia Explain the criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.

- Students rehearse and perform music in unison, two, and three parts.
  - I can sing a melody in unison with the choir.
  - I can sing and hold my part in a canon or partner song.
  - I can sing and hold my part in two-part harmony.
  - I can sing and hold my part in three-part harmony.
- Students can sightsing a 20-measure sightreading example in two parts, in the key of C, F or G, using solfege and Curwen hand signs.
  - I can sing a major scale, ascending and descending, using solfege and Curwen hand signs.
  - I can sing a short melody using solfege, where the solfege syllables are notated below each note.
  - I can sing a short melody using solfege, where the solfege syllables are NOT notated below each note.
  - I can sightsing a stepwise melody in unison.
  - I can sightsing a melody including steps and larger intervals in unison.
  - I can sightsing my part in a two-part choral sightsinging example.
- Students demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used.
  - I can identify and utilize traditional and non-traditional notation, including the treble and bass clef, absolute pitch names of the grand staff, and the use of sharps, flats and naturals.
  - I can recognize, learn and sing solfeggio with attention drawn to accurate intonation.
  - I can identify and demonstrate use of musical terminology in the areas of tempo, dynamics, style, and structure.

- Analyze the structure and context of varied musical works and their implications for performance.
- **Enduring Understanding:** Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- **Essential Question:** How does understanding the structure and context of musical works inform performance?

MU:Pr4.2.E.Ia: Demonstrate, using music-reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.

  - I can identify and describe compositional devices employed in a piece.
  - I can identify and describe theoretical and structural aspects of musical works.
  - I can demonstrate how theoretical and structural aspects impact and inform prepared and improvised performances.
  -

- Develop personal interpretations that consider creators' intent.
- **Enduring Understanding**: Performers make interpretive decisions based on their understanding of context and expressive intent.
- **Essential Question:** How do performers interpret musical works?

MU:Pr4.3.E.Ia Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.

  - I can identify expressive elements in a piece, including dynamics, articulation, tempo and phrasing.
  - I can accurately perform expressive elements in a piece, including dynamics, articulation, tempo and phrasing.
  - I can read and understand the meaning of the text.
  - I can identify stressed words and syllables within the text, and apply that word stress to my phrasing.
  - I can identify the compositional choices connecting words and music within the piece.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- Evaluate and refine personal and ensemble performances, individually or in collaboration with others.
- **Enduring Understanding**: 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.
- **Essential Question:** How do musicians improve the quality of their performance?

MU:Pr5.1.E.Ia Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.

  - I can identify expressive challenges in a varied repertoire of music.
  - I can develop strategies to address expressive challenges in a varied repertoire of music.

- I can evaluate the success of my strategies to address expressive challenges in a varied repertoire of music using feedback from ensemble peers and other sources.
- I can use evaluation and feedback to refine my performances.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

- Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.
- **Enduring Understanding:** Musicians judge performance based on criteria that vary across time, place and cultures.
- **Essential Question:** When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

MU:Pr6.1.E.Ia Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.

- I can identify and describe characteristics of music representing diverse cultures, styles and genres.
- I can demonstrate attention to technical accuracy in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles and genres.
- I can demonstrate attention to expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles and genres.

MU:Pr6.1.E.Ib Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.

- I can identify and describe expressive intent in a piece of music.
- I can demonstrate expressive intent in a piece when performing.
- I can communicate expressive intent to an audience through my performance.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.

- Choose music appropriate for specific purposes or contexts.
- **Enduring Understanding**: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- **Essential Question**: How do individuals choose music to experience?

MU:Re7.1.E.Ia Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.

- I can select appropriate solo repertoire for myself using given criteria and guidelines.
- With my performing peers, I can select appropriate ensemble repertoire for us, using given criteria and guidelines.

- I can cite characteristics in the music, which support my choosing this repertoire for myself and/or my ensemble.
- I can describe my personal interests in this piece.
- I can describe the purpose of studying/performing a piece of music.

- Analyze how the structure and context of varied musical works inform the response.
- **Enduring Understanding:** Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- **Essential Question:** How does understanding the structure and context of music inform a response?

MU:Re7.2.E.Ia Explain how the analysis of passages and understanding the way the elements of music are manipulated inform the response to music.

- I can describe and identify the elements of music in a piece.
- I can describe how the elements of music inform performance decisions.
- I can analyze phrases, form, and passages of music.
- I can describe how the phrases, form, and passages of music inform performance decisions.

Anchor Standard 8: Interpret intent and meaning in artistic work.

- Support an interpretation of musical work that reflects creators'/performers' expressive intent.
- **Enduring Understanding:** Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- **Essential Question**: How do we discern the musical creators' and performers' expressive intent?

MU:Re8.1.E.Ia Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research.

- I can identify and describe expressive elements such as dynamics, articulations and tempos.
- I can apply my knowledge of dynamics, articulations and tempos when performing.

- Students identify characteristics of the piece's historical period/ style/ culture and apply those characteristics when performing.
  - I can identify characteristics of the piece's historical period/ style/ culture.
  - I can apply my knowledge of the characteristics of the piece's historical period/ style/ culture when performing.
- Students understand the text of a piece, and apply that knowledge to performance.
  - I can read and interpret the meaning of the text of a piece.
  - I can relate phrases in the text to phrases in the music.
  - I can apply appropriate syllabic stress when singing.
  - I can identify word painting/symbolism in music.

Anchor Standard 9: Apply criteria to evaluate artistic work.

- Support personal evaluation of musical works and performance(s) based on analysis, interpretation, and established criteria.
- **Enduring Understanding:** The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
- **Essential Question**: How do we judge the quality of musical work(s) or performance(s)?

MU:Re9.1.E.Ia: Evaluate works and performances based on personally - or collaboratively-developed criteria, including analysis of the structure and context.

- Students evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music.
    - I can create criteria to use in evaluating the quality and effectiveness of my own performances.
    - I can create criteria to use in evaluating the quality and effectiveness of others' performances.
    - I can create criteria to use in evaluating the quality and effectiveness of compositions, arrangements, and improvisations.
    - I can apply the criteria in my personal participation in music.
- Students evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.
    - I can evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.

CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- Synthesize and relate knowledge and personal experiences to make music.
- **Enduring Understanding**: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- **Essential Question:** How do musicians make meaningful connections to creating, performing, and responding?

MU:Cn10.0.E.Ia Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

- I can identify purposes for melodies, rhythmic passages, and arrangements.
- I can personally develop melodies, rhythmic passages, and arrangements individually.
- I can share personally developed melodies, rhythmic passages and arrangements, created by me individually.
- I can develop melodies, rhythmic passages, and arrangements with an ensemble.
- I can share melodies, rhythmic passages and arrangements, created by my ensemble.
- I can sing a melody in unison with the choir.
- I can sing and hold my part in a canon or partner song.

- I can sing and hold my part in two-part harmony.
- I can sing and hold my part in three-part harmony.
- I can sing a major scale, ascending and descending, using solfege and Curwen hand signs.
- I can sing a short melody using solfege, where the solfege syllables are notated below each note.
- I can sing a short melody using solfege, where the solfege syllables are NOT notated below each note.
- I can sight sing a stepwise melody in unison.
- I can sight sing a melody including steps and larger intervals in unison.
- I can sight sing my part in a two-part choral sightsinging example.
- I can identify and utilize traditional and non-traditional notation, including the treble and bass clef, absolute pitch names of the grand staff, and the use of sharps, flats and naturals.
- I can recognize, learn and sing solfeggio with attention drawn to accurate intonation.
- I can identify and demonstrate use of musical terminology in the areas of tempo, dynamics, style, and structure.
- I can identify expressive elements in a piece, including dynamics, articulation, tempo and phrasing.
- I can accurately perform expressive elements in a piece, including dynamics, articulation, tempo and phrasing.
- I can read and understand the meaning of the text.
- I can identify stressed words and syllables within the text, and apply that word stress to my phrasing.
- I can identify the compositional choices connecting words and music within the piece.
- I can select appropriate solo repertoire for myself using given criteria and guidelines.
- With my performing peers, I can select appropriate ensemble repertoire for us, using given criteria and guidelines.
- I can cite characteristics in the music, which support my choosing this repertoire for myself and/or my ensemble.
- I can describe my personal interests in this piece.
- I can describe the purpose of studying/performing a piece of music.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- Relate musical ideas and works with varied context to deepen understanding.
- **Enduring Understanding:** Understanding connections to varied contexts and daily life enhances musicians' creating, performing and responding.
- **Essential Question:** How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

MU:Cn11.0.E.Ia Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

- I can describe characteristics of music from given historical styles.
- I can compose rhythmic passages in a given historical style.
- I can compose melodies in a given historical style.
- I can compose arrangements in a given historical style.
- I can identify purposes for melodies, rhythmic passages, and arrangements.
- I can personally develop melodies, rhythmic passages, and arrangements individually.
- I can share personally developed melodies, rhythmic passages and arrangements, created by me individually.
- I can develop melodies, rhythmic passages, and arrangements with an ensemble.
- I can share melodies, rhythmic passages and arrangements, created by my ensemble.
- I can identify and describe expressive intent in a piece of music.
- I can demonstrate expressive intent in a piece when performing.
- I can communicate expressive intent to an audience through my performance.
- I can create criteria to use in evaluating the quality and effectiveness of my own performances.
- I can create criteria to use in evaluating the quality and effectiveness of others' performances.
- I can create criteria to use in evaluating the quality and effectiveness of compositions, arrangements, and improvisations.
- I can apply the criteria in my personal participation in music.
- I can evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.

ADVANCED WOMEN'S CHOIR
10, 11, 12

Unit of Credit: One Year (Elective)

Prerequisite: Audition and Consent of Instructor; Beginning Women's Choir Recommended

Course Overview:
Advanced Women's Choir expands upon fundamentals of vocal production, including an understanding of the student's own voice, basic music literacy, and choral performance. Methodology is employed through group rehearsal. Assessments used are individual voice testing, written tests, live performance participation, and post-performance evaluations.

Vocabulary:
A cappella, Accent, Accompaniment, Allegro, Alto, Andante, Arranger, Bar Line, Bass, Chest Voice, Composer, Diaphragmatic Support, Diphthongs, Dynamics, Falsetto, Forte, Fortissimo, Head Voice, Largo, Legato, Measure, Mezzo Forte, Mezzo Piano, Mezzo-Soprano, Moderato, Octavo, Passaggio, Piano, Pianissimo, Resonance, Rote, Soft Palate, Soprano, Staccato, Staff, System, Tempo, Tenor, Tenuto, Treble, Vivace.

CREATING

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- Generate musical ideas for various purposes and contexts.
- **Enduring Understanding**: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- **Essential Question(s):** How do musicians generate creative ideas?

MU:Cr1.1.E.IIa Compose and improvise ideas for arrangements, sections, and short compositions for specific purposes that reflect characteristic(s) of music from a variety of cultures studied in rehearsal.

- I can describe characteristics of music from a variety of cultures studied in rehearsal.
- I can compose ideas for arrangements.
- I can compose sections of music.
- I can compose short compositions.
- I can compose arrangements, sections of music, and short compositions for specific purposes.
- I can compose arrangements, sections of music, and short compositions that reflect characteristics of music from a variety of cultures.

Anchor Standard 2: Organize and develop artistic ideas and work.

- Select and develop musical ideas for defined purposes and contexts.
- **Enduring Understanding:** Musicians' creative choices are influenced by their expertise, context and expressive intent.

- **Essential Question:** How do musicians make creative decisions?

MU:Cr2.1.E.IIa Select and develop arrangements, sections, and short compositions for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of cultures studied in rehearsal.

- I can describe characteristics of music from a variety of historical periods studied in rehearsal.
- I can select and draft arrangements.
- I can select and draft sections of music.
- I can select and draft short compositions.
- I can select and draft melodies, rhythmic passages, and arrangements that demonstrate understanding of characteristics of music from a variety of historical periods studied in rehearsal.

MU:Cr2.1.E.IIa Preserve draft compositions and improvisations through standard notation, audio, or video recording.

- I can preserve draft compositions and improvisations through audio recording.
- I can preserve draft compositions and improvisations through video recording.
- I can preserve draft compositions and improvisations through standard notation.

Anchor Standard 3: Refine and complete artistic work.

- Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.
- **Enduring Understanding:** Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- **Essential Question:** How do musicians improve the quality of their creative work?

MU:Cr3.1.E.IIa Evaluate and refine draft arrangements, sections, short compositions, and improvisations based on personally-developed criteria, including the extent to which they address identified purposes.

- I can identify purposes for arrangements, sections, short compositions, and improvisations.
- I can personally develop criteria used to evaluate arrangements, sections, short compositions, and improvisations.
- I can use established criteria to evaluate arrangements, sections, short compositions, and improvisations.
- I can use established criteria and prior evaluations to refine arrangements, sections, short compositions, and improvisations.

- Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.
- **Enduring Understanding**: Musicians' presentation of creative work is the culmination of a process of creation and communication.
- **Enduring Question:** When is creative work ready to share?

MU:Cr3.2.E.IIa Share personally-developed arrangements, sections, and short compositions -

individually or as an ensemble - that address identified purposes.

- I can identify purposes for arrangements, sections, and short compositions.
- I can personally develop arrangements, sections, and short compositions individually.
- I can share personally-developed arrangements, sections, and short compositions, created by me individually.
- I can develop arrangements, sections, and short compositions with an ensemble.
- I can share arrangements, sections, and short compositions created by my ensemble.

PERFORMING

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- Select varied musical works to present based on interest, knowledge, technical skill, and context.
- **Enduring Understanding:** 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.
- **Essential Question:** How do performers select repertoire?

MU:Pr4.1.E.IIa Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.

- Students rehearse and perform music in unison, two, and three parts.
  - I can sing a melody in unison with the choir.
  - I can sing and hold my part in a canon or partner song.
  - I can sing and hold my part in two part harmony.
  - I can sing and hold my part in three part harmony.
- Students can sightsing a 24-measure sightreading example in three parts, in the key of C, F or G, using solfege and Curwen hand signs.
  - I can sing a short melody using solfege, where the solfege syllables are notated below each note.
  - I can sing a short melody using solfege, where the solfege syllables are NOT notated below each note.
  - I can sightsing a stepwise melody in unison.
  - I can sightsing a melody including steps and larger intervals in unison.
  - I can sightsing my part in a two-part choral sightsinging example.
  - I can sightsing my part in a three-part choral sightsinging example.
- Students demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used.
  - I can identify and utilize traditional and non-traditional notation, including the treble and bass clef, absolute pitch names of the grand staff, and the use of sharps, flats and naturals.

- I can recognize, learn and sing solfeggio with attention drawn to accurate intonation.
- I can identify and demonstrate use of musical terminology in the areas of tempo, dynamics, style, and structure.

- Analyze the structure and context of varied musical works and their implications for performance.
- **Enduring Understanding:** Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- **Essential Question:** How does understanding the structure and context of musical works inform performance?

MU:Pr4.2.E.IIa Document and demonstrate, using music-reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works may impact and inform prepared and improvised performances.

- I can identify and describe compositional devices employed in a piece.
- I can identify and describe theoretical and structural aspects of musical works.
- I can document how compositional devices impact and inform prepared and improvised performances.
- I can demonstrate how theoretical and structural aspects impact and inform prepared and improvised performances.

- Develop personal interpretations that consider creators' intent.
- **Enduring Understanding**: Performers make interpretive decisions based on their understanding of context and expressive intent.
- **Essential Question:** How do performers interpret musical works?

MU:Pr4.3.E.IIa Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skill to connect with the audience.

- I can describe characteristics of a given musical style, genre or context.
- I can demonstrate characteristics of a given musical style, genre or context when performing.
- I can communicate characteristics of a given musical style, genre or context to an audience when performing.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- Evaluate and refine personal and ensemble performances, individually or in collaboration with others.
- **Enduring Understanding**: 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.
- **Essential Question:** How do musicians improve the quality of their performance?

MU:Pr5.3.E.IIa Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music, and evaluate their success.

- I can develop appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.
- I can apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.
- I can evaluate the success of rehearsal strategies.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

- Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.
- **Enduring Understanding:** Musicians judge performance based on criteria that vary across time, place, and cultures.
- **Essential Question:** When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

MU:Pr6.1.E.IIa Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.

- I can identify and describe the expressive qualities in music from a varied repertoire representing diverse cultures, styles, genres, and historical periods.
- I can identify and describe the technical demands in music from a varied repertoire representing diverse cultures, styles, genres, and historical periods.
- I can demonstrate mastery of the expressive qualities in music from a varied repertoire representing diverse cultures, styles, genres, and historical periods.
- I can demonstrate mastery of the technical demands in music from a varied repertoire representing diverse cultures, styles, genres, and historical periods.

MU:Pr6.1.E.IIb Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances.

- I can identify and describe the intent of a piece of music.
- I can communicate the intent of a piece of music to my audience through my performance.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.

- Choose music appropriate for specific purposes or contexts.
- **Enduring Understanding**: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- **Essential Question**: How do individuals choose music to experience?

MU:Re7.1.E.IIa Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.

- I can select appropriate solo repertoire for myself using given criteria and guidelines.
- With my performing peers, I can select appropriate ensemble repertoire for us, using given criteria and guidelines.

- I can cite characteristics in music that justify my choosing this repertoire for myself and/or my ensemble.
- I can describe the purpose of studying/performing a piece of music.

- Analyze how the structure and context of varied musical works inform the response.
- **Enduring Understanding:** Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- **Essential Question:** How does understanding the structure and context of music inform a response?

MU:Re7.2.E.IIa Explain how the analysis of structures and contexts inform the response to music.
- I can identify and describe the structure of a piece of music.
- I can identify and describe the context of a piece of music.
- I can explain how the structure informs the response to music.
- I can explain how the context informs the response to music.

Anchor Standard 8: Interpret intent and meaning in artistic work.
- Support an interpretation of musical work that reflects creators'/performers' expressive intent.
- **Enduring Understanding:** Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- **Essential Question**: How do we discern the musical creators' and performers' expressive intent?

MU:Re8.1.E.IIa Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and varied research sources.
- Students identify and describe expressive elements such as dynamics, articulations, tempos, and apply them correctly when performing.
  - I can identify and describe expressive elements such as dynamics, articulations and tempos.
  - I can apply my knowledge of dynamics, articulations and tempos when performing.
- Students identify characteristics of the piece's historical period/ style/ culture and apply those characteristics when performing.
  - I can identify characteristics of the piece's historical period/ style/ culture.
  - I can apply my knowledge of the characteristics of the piece's historical period/ style/ culture when performing.
- Students understand the text of a piece, and apply that knowledge to performance.
  - I can read and interpret the meaning of the text of a piece.
  - I can relate phrases in the text to phrases in the music.
  - I can apply appropriate syllabic stress when singing.
  - I can identify word painting/symbolism in music.

Anchor Standard 9: Apply criteria to evaluate artistic work.

- Support personal evaluation of musical works and performance(s) based on analysis, interpretation, and established criteria.
    - **Enduring Understanding**: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
    - **Essential Question**: How do we judge the quality of musical work(s) and performance(s)?

MU:Re9.1.E.IIa Evaluate works and performances based on research as well as personally- and collaboratively - developed criteria, including analysis and interpretation of the structure and context.

- Students evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music.
    - I can create criteria to use in evaluating the quality and effectiveness of my own performances.
    - I can create criteria to use in evaluating the quality and effectiveness of others' performances.
    - I can create criteria to use in evaluating the quality and effectiveness of compositions, arrangements, and improvisations.
    - I can apply the criteria in my personal participation in music.
- Students evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.
    - I can evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.

CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- Synthesize and relate knowledge and personal experiences to make music.
- **Enduring Understanding**: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- **Essential Question**: How do musicians make meaningful connections to creating, performing, and responding?

MU:Cn10.0.E.IIa Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

- I can demonstrate how my interests relate to the choices I make in creating, performing and responding to music.
- I can demonstrate how my knowledge relates to the choices I make in creating, performing and responding to music.
- I can demonstrate how my skills relate to the choices I make in creating, performing and responding to music.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- Relate musical ideas and works with varied context to deepen understanding.
- **Enduring Understanding:** Understanding connections to varied contexts and daily life enhances musicians' creating, performing and responding.
- **Essential Question:** How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

MU:Cn11.0.E.IIa Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

- I can describe characteristics of music from a variety of cultures studied in rehearsal.
- I can compose ideas for arrangements.
- I can compose sections of music.
- I can compose short compositions.
- I can compose arrangements, sections of music, and short compositions for specific purposes.
- I can compose arrangements, sections of music, and short compositions that reflect characteristics of music from a variety of cultures.
- I can identify purposes for arrangements, sections, and short compositions.
- I can personally develop arrangements, sections, and short compositions individually.
- I can share personally developed arrangements, sections, and short compositions, created by me individually.
- I can develop arrangements, sections, and short compositions with an ensemble.
- I can share arrangements, sections, and short compositions created by my ensemble.
- I can identify and describe the intent of a piece of music.
- I can communicate the intent of a piece of music to my audience through my performance.
- I can create criteria to use in evaluating the quality and effectiveness of my own performances.
- I can create criteria to use in evaluating the quality and effectiveness of others' performances.
- I can create criteria to use in evaluating the quality and effectiveness of compositions, arrangements, and improvisations.
- I can apply the criteria in my personal participation in music.
- I can evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.

ADVANCED MIXED CHOIR
10, 11, 12

Unit of Credit: One Year (Elective)

Prerequisite: Audition and Consent of Instructor

Course Overview:
Advanced Mixed Choir expands upon fundamentals of vocal production, including an understanding of the student's own voice, basic music literacy, and choral performance. Methodology is employed through group rehearsal. Assessments used are individual voice testing, written tests, live concert performances, invitational/district festival participation, and post-performance evaluation.

Vocabulary:
A cappella, Accent, Accompaniment, Allegro, Alto, Andante, Arranger, Baritone, Bar Line, Baroque, Bass, Chest Voice, Classical, Composer, Contemporary/Modern, Diaphragmatic Support, Diphthongs, Dynamics, Falsetto, Forte, Fortissimo, Head Voice, Largo, Legato, Measure, Mezzo Forte, Mezzo Piano, Mezzo-Soprano, Middle Ages, Moderato, Octavo, Passaggio, Pianissimo, Piano, Renaissance, Resonance, Romantic, Rote, Soft Palate, Soprano, Staccato, Staff, System, Tempo, Tenor, Tenuto, Treble, Vivace.

CREATING
Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- Generate musical ideas for various purposes and contexts.
- **Enduring Understanding:** The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- **Essential Question(s):** How do musicians generate creative ideas?

MU:Cr1.1.E.IIIa Compose and improvise musical ideas for a variety of purposes and contexts.
    - I can compose simple melodies vocally, using instruments, body percussion, or with movement, in a given style or context.
- Students will compose and/or improvise ideas for rhythmic passages in a given style or context.
    - I can compose simple rhythmic passages vocally, using instruments, body percussion, or with movement, in a given style or context.
- Students will compose and/or improvise arrangements in a given style or context.
    - I can compose simple accompaniments vocally, using instruments, body percussion, or with movement, in a given style or context.

Anchor Standard 2: Organize and develop artistic ideas and work.

- Select and develop musical ideas for defined purposes and contexts.
- **Enduring Understanding:** Musicians' creative choices are influenced by their expertise, context and expressive intent.

- **Essential Question:** How do musicians make creative decisions?

MU:Cr2.1.E.IIIa Select and develop composed and improvised ideas into draft musical works organized for a variety of purposes and contexts.
    - I can select and develop composed and improvised ideas.
    - I can organize composed and improvised ideas into musical works.
    - I can create musical works for a variety of purposes and contexts.

MU:Cr2.1.E.IIIa Preserve draft musical works through standard notation, audio, or video recording.
    - I can preserve draft musical works through audio recording.
    - I can preserve draft musical works through video recording.
    - I can preserve draft musical works through standard notation.

Anchor Standard 3: Refine and complete artistic work.
- Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.
- **Enduring Understanding:** Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- **Essential Question:** How do musicians improve the quality of their creative work?

MU:Cr3.1.E.IIIa Evaluate and refine varied draft musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts.
    - I can identify purposes and contexts for musical works.
    - I can describe appropriate criteria for evaluating musical works.
    - I can use appropriate criteria to evaluate musical works.
    - I can use appropriate criteria to refine musical works.

- Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.
- **Enduring Understanding**: Musicians' presentation of creative work is the culmination of a process of creation and communication.
- **Enduring Question:** When is creative work ready to share?

MU:Cr3.2.E.IIIa Share varied, personally-developed musical works - individually or as an ensemble - that address identified purposes and contexts.
    - I can identify purposes and contexts for musical works.
    - I can personally develop musical works individually.
    - I can share personally-developed musical works created by me individually.
    - I can develop musical works with an ensemble.
    - I can share musical works created by my ensemble.

PERFORMING
Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.
- Select varied musical works to present based on interest, knowledge, technical skill, and context.

- **Enduring Understanding:** 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.
- **Essential Question:** How do performers select repertoire?

MU:Pr4.1.E.IIIa Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.

- Students rehearse and perform music in unison, two, three, and four parts.
    - I can sing a melody in unison with the choir.
    - I can sing and hold my part in a canon or partner song.
    - I can sing and hold my part in two-part harmony.
    - I can sing and hold my part in three-part harmony.
    - I can sing and hold my part in four-part harmony.
- Students can sightsing a 32-measure sightreading example in four parts, in the key of C, F or G, using solfege and Curwen hand signs.
    - I can sightsing a stepwise melody in unison.
    - I can sightsing a melody including steps and larger intervals in unison.
    - I can sightsing my part in a two-part choral sightsinging example.
    - I can sightsing my part in a three-part choral sightsinging example.
    - I can sightsing my part in a four-part choral sightsinging example.
- Students demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used.
    - I can identify and utilize traditional and non-traditional notation, including the treble and bass clef, absolute pitch names of the grand staff, and the use of sharps, flats and naturals.
    - I can recognize, learn and sing solfeggio with attention drawn to accurate intonation.
    - I can identify and demonstrate use of musical terminology in the areas of tempo, dynamics, style, and structure.

- Analyze the structure and context of varied musical works and their implications for performance.
- **Enduring Understanding:** Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- **Essential Question:** How does understanding the structure and context of musical works inform performance?

MU:Pr4.2.E.IIIa Examine, evaluate, and critique, using music-reading skills where appropriate, how the structure and context impact and inform prepared improvised performances.

- I can identify and describe the structure and context in a piece.
- I can examine how the structure and context in a piece impact and inform prepared and improvised performances.

- I can evaluate how the structure and context in a piece impact and inform prepared and improvised performances.
- I can critique how the structure and context in a piece impact and inform prepared and improvised performances.

- Develop personal interpretations that consider creators' intent.
- **Enduring Understanding**: Performers make interpretive decisions based on their understanding of context and expressive intent.
- **Essential Question:** How do performers interpret musical works?

MU:Pr4.3.E.IIIa Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skill to connect with the audience.

- I can describe characteristics of a given musical style, genre or context.
- I can apply characteristics of a given musical style, genre or context when performing.
- I can describe how applying characteristics of a given musical style, genre or context communicates to the audience.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- Evaluate and refine personal and ensemble performances, individually or in collaboration with others.
- **Enduring Understanding**: 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.
- **Essential Question:** How do musicians improve the quality of their performance?

MU:Pr5.1.E.IIIa Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.

- I can develop appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.
- I can apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.
- I can evaluate the success of rehearsal strategies.
- I can refine rehearsal strategies based on previous successes and failures.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

- Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.
- **Enduring Understanding:** Musicians judge performance based on criteria that vary across time, place and cultures
- **Essential Question:** When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

MU:Pr6.1.E.IIIa Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied

repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.

- I can identify and describe the expressive qualities in music from a varied repertoire representing diverse cultures, styles, genres, and historical periods.
- I can identify and describe the technical demands in music from a varied repertoire representing diverse cultures, styles, genres, and historical periods.
- I can demonstrate mastery of the expressive qualities in music from a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.
- I can demonstrate mastery of the technical demands in music from a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.

MU:Pr6.1.E.IIIb Demonstrate an ability to connect with audience members before and during the process of engaging with and responding to them through prepared and improvised performances.

- I can identify and describe the intent of a piece of music.
- I can communicate the intent of a piece of music to my audience through my performance.
- I can respond to my audience through a prepared or improvised performance.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.

- Choose music appropriate for specific purposes or contexts.
- **Enduring Understanding:** Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- **Essential Question:** How do individuals choose music to experience?

MU:Re7.1.E.IIIa Use research and personally-developed criteria to justify choices made when selecting music, citing knowledge of the music, and individual and ensemble purpose and context.

- I can research and personally develop criteria to use in choosing music.
- I can select appropriate solo repertoire for myself, using given criteria and guidelines.
- With my performing peers, I can select appropriate ensemble repertoire for us, using given criteria and guidelines.
- I can cite characteristics in the music, which justify my choosing this repertoire for myself and/or my ensemble.

- Analyze how the structure and context of varied musical works inform the response.
- **Enduring Understanding:** Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- **Essential Question:** How does understanding the structure and context of music inform a response?

MU:Re7.2.E.IIIa Demonstrate and justify how the analysis of structures, contexts, and performance decisions inform the response to music.

- I can identify and describe the structure of a piece of music.
- I can identify and describe the context of a piece of music.
- I can demonstrate and justify how the structure informs the response to music.
- I can demonstrate and justify how the context informs the response to music.

Anchor Standard 8: Interpret intent and meaning in artistic work.

- Support an interpretation of musical work that reflects creators'/performers' expressive intent.
- **Enduring Understanding:** Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- **Essential Question**: How do we discern the musical creators' and performers' expressive intent?

MU:Re8.1.E.IIIa Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms.

- Students identify and describe expressive elements such as dynamics, articulations, tempos, and apply them correctly when performing.
  - I can identify and describe expressive elements such as dynamics, articulations and tempos.
  - I can apply my knowledge of dynamics, articulations and tempos when performing.
- Students identify characteristics of the piece's historical period/ style/ culture and apply those characteristics when performing.
  - I can identify characteristics of the piece's historical period/ style/ culture.
  - I can apply my knowledge of the characteristics of the piece's historical period/ style/ culture when performing.
- Students understand the text of a piece, and apply that knowledge to performance.
  - I can read and interpret the meaning of the text of a piece.
  - I can relate phrases in the text to phrases in the music.
  - I can apply appropriate syllabic stress when singing.
  - I can identify word painting/symbolism in music.
- Students relate music to other art forms from the same historical period/ style/ culture.
  - I can relate music to other arts from the same historical period/ style/ culture.

Anchor Standard 9: Apply criteria to evaluate artistic work.

- Support personal evaluation of musical works and performance(s) based on analysis, interpretation, and established criteria.
- **Enduring Understanding:** The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
- **Essential Question**: How do we judge the quality of musical work(s) and performance(s)?

MU:Re9.1.E.IIIa Develop and justify evaluations of music, programs of music, and performances

based on criteria, personal decision-making, research, and understanding of contexts..

- Students evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music.
    - I can create criteria to use in evaluating the quality and effectiveness of my own performances.
    - I can create criteria to use in evaluating the quality and effectiveness of others' performances.
    - I can create criteria to use in evaluating the quality and effectiveness of compositions, arrangements, and improvisations.
    - I can apply the criteria in my personal participation in music.
- Students evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.
    - I can evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.

CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- Synthesize and relate knowledge and personal experiences to make music.
- **Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- **Essential Question:** How do musicians make meaningful connections to creating, performing, and responding?

MU:Cn10.0.E.IIIa Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

- I can demonstrate how my interests relate to the choices I make in creating, performing and responding to music.
- I can demonstrate how my knowledge relates to the choices I make in creating, performing and responding to music.
- I can demonstrate how my skills relate to the choices I make in creating, performing and responding to music. I can identify purposes and contexts for musical works.
- I can personally develop musical works individually.
- I can share personally developed musical works created by me individually.
- I can develop musical works with an ensemble.
- I can share musical works created by my ensemble.
- I can sing a melody in unison with the choir.
- I can sing and hold my part in a canon or partner song.
- I can sing and hold my part in two-part harmony.
- I can sing and hold my part in three-part harmony.
- I can sing and hold my part in four-part harmony.
- I can sight sing a stepwise melody in unison.
- I can sight sing a melody including steps and larger intervals in unison.

- I can sight sing my part in a two-part choral sightsinging example.
- I can sight sing my part in a three-part choral sightsinging example.
- I can sight sing my part in a four-part choral sightsinging example.
- I can identify and utilize traditional and non-traditional notation, including the treble and bass clef, absolute pitch names of the grand staff, and the use of sharps, flats and naturals.
- I can recognize, learn and sing solfeggio with attention drawn to accurate intonation.
- I can identify and demonstrate use of musical terminology in the areas of tempo, dynamics, style, and structure.
- I can describe characteristics of a given musical style, genre or context.
- I can apply characteristics of a given musical style, genre or context when performing.
- I can describe how applying characteristics of a given musical style, genre or context communicates to the audience.
- I can research and personally develop criteria to use in choosing music.
- I can select appropriate solo repertoire for myself, using given criteria and guidelines.
- With my performing peers, I can select appropriate ensemble repertoire for us, using given criteria and guidelines.
- I can cite characteristics in the music, which justify my choosing this repertoire for myself and/or my ensemble.

Anchor Standard 11: Relate musical ideas and works with varied context to deepen understanding.

- **Enduring Understanding:** Understanding connections to varied contexts and daily life enhances musicians' creating, performing and responding.
- **Essential Question:** How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

MU:Cn11.0.E.IIIa Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

- I can demonstrate an understanding of the relationship between music and the other arts, including drama, visual art, and media arts.
- I can demonstrate an understanding of the relationship between music and other disciplines, including English, math, social studies, and science.
- I can demonstrate an understanding of the relationship between music and varied contexts and situations.
- I can demonstrate an understanding of the relationship between music and daily life.

Intermediate Orchestra
Grades 9, 10, 11, 12

Unit of Credit: One Year
(Elective)

Prerequisite: Audition

Course Overview:
This ensemble builds upon the natural progression of skills in middle school orchestra. This class is intended to prepare students for participation in Advanced Orchestra. Students will expand their knowledge of music theory, tune, production and music reading.

Vocabulary:
Crescendo, Decrescendo, Diminuendo, Forte, Fortepiano, Fortissimo, Mezzo, Morendo, Pianissimo, Piano, Sforzando, Grave, Largo, Lento, Adagio, Andante, Maestoso, Allegretto, Moderato, Allegro, Vivace, Presto, Prestissimo, Accelerando, Alla Breve, Allargando, A tempo, Grand Pause, L'istesso tempo, Meno Mosso, Piu mosso, Rallentendo, Ritardando, Rubato, Stringendo, Tenuto, Attacca, Cadenza, Coda, Da Capo, Dal Segno, Fine, Ad Libertum, Divisi, Ossia, Soli, Solo, Tacet, Tutti, Unison, Animato, Brio con, Cantabile, Dolce, Espressivo, Fuoco con, Grazioso, Legato, Maestoso, Marcato, Pesante, Semplice, Sostenuto, Staccato, Secco, Sordino, Assai, Con, Molto, Non troppo, Poco a poco, Subito, Senza, Sempre, Simile.

CREATING
Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- Generate musical ideas for various purposes and contexts.
- **Enduring Understanding:** The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- **Essential Question:** How do musicians generate creative ideas?

MU:Cr1.1.E.Ia Compose and improvise ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods studied in rehearsal

  - I can compose a short piece consisting of ¼ notes, 1/8th notes and 1/16th notes. The piece consists of key signatures of up to three sharps and flats.
  - I can improvise a simple melody over a drone in keys up to four sharps and flats.

Anchor Standard 2: Organize and develop artistic ideas and work.

- Select and develop musical ideas for defined purposes and contexts.
- **Enduring Understanding:** Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- **Essential Question:** How do musicians make creative decisions?

MU:Cr2.1.E.Ia Select and develop draft melodies, rhythmic passages, and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal.

- I can arrange a melody in the form of a musical fugue.

MU:Cr2.1.E.Ib Preserve draft compositions and improvisations through standard notation and audio recording.

- I can make educated decisions about the music I'm playing as it pertains to musical expression, phrasing and musical pacing.

Anchor Standard 3: Refine and complete artistic work.

- Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.
- **Enduring Understanding:** Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- **Essential Question:** How do musicians improve the quality of their creative work?

MU:Cr3.1.E.Ia Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.

- I can listen to a recording of my ensemble and offer suggestions for improving the musical product of the group.
- I can evaluate my performance on solo assessments and come up with goals for improvement and a plan to improve my playing.

- Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.
- **Enduring Understanding:** Musicians' presentation of creative work is the culmination of a process of creation and communication.
- **Enduring Question:** When is creative work ready to share?

MU:Cr3.2.E.Ia Share personally-developed melodies, rhythmic passages, and arrangements – individually or as an ensemble – that address identified purposes.

- I can perform music in a concert setting in a way the exhibits my true ability.

PERFORMING

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation

- Select varied musical works to present based on interest, knowledge, technical skill, and context.
- **Enduring Understanding:** 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.
- **Essential Question:** How do performers select repertoire?

MU:Pr4.1.E.Ia Explain the criteria used to select a varied repertoire to study based on an

understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.

- I can offer educated input into the selection of music. This input must address the factors that influence the quality of a given piece.

- Analyze the structure and context of varied musical works and their implications for performance.
- **Enduring Understanding:** Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- **Essential Question:** How does understanding the structure and context of musical works inform performance?

MU:Pr4.2.E.Ia Demonstrate, using music-reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.

- I will understand how musical period impacts musical performance of the piece, and how the culture and historical events of the time impact music and art of the time.

- Develop personal interpretations that consider creators' intent.
- **Enduring Understanding:** Performers make interpretive decisions based on their understanding of context and expressive intent.
- **Essential Question:** How do performers interpret musical works?

MU:Pr4.3.E.Ia Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.

- I can come up with an interpretation that is culturally and historically accurate.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- Evaluate and refine personal and ensemble performances, individually or in collaboration with others.
- **Enduring Understanding:** 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.
- **Essential Question:** How do musicians improve the quality of their performance?

MU:Pr5.1.E.Ia Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.

- I can create goals for the next quarter as well as a plan for improvement for the next quarter both personally and for my ensemble.

Anchor Standard 6: Convey meaning through the presentation of artistic work

- Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

- The context and how a work is presented influence the audience response.
- **Enduring Understanding:** Musicians judge performance based on criteria that vary across time, place and cultures.
- **Essential Questions:** When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

MU:Pr6.1.E.Ia Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.

- I can develop the techniques needed to play in a manner that is historically accurate.

MU:Pr6.1.E.Ib Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.

- I can evaluate whether I am ready for a performance, or if I need to do more work.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.

- Choose music appropriate for a specific purpose or context.
- **Enduring Understanding:** Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- **Essential Question:** How do individuals choose music to experience?

MU:Re7.1.E.Ia Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.

- I understand the aspects of quality music and what makes a piece of music worth listening to.

- Analyze how the structure and context of varied musical works inform the response.
- **Enduring Understanding:** Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- **Essential Question:** How does understanding the structure and context of music inform a response?

MU:Re7.2.E.Ia Explain how the analysis of passages and understanding the way the elements of music are manipulated inform the response to music.

- I can define the classical forms and understand how these forms impact the performance of a musical piece.

Anchor Standard 8: Interpret intent and meaning in artistic work.

- Support interpretations of musical works that reflect creators'/performers' expressive intent.

- **Enduring Understanding:** Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- **Essential Question:** How do we discern the musical creators' and performers' expressive intent?

MU:Re8.1.E.Ia Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research.

- I will consider the composer's intent when developing an informed musical performance. I can defend my musical decisions.
- I consider the musical context when making decisions about musical expression.

Anchor Standard 9: Apply criteria to evaluate artistic work.

- Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.
- **Enduring Understanding:** The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
- **Essential Question:** How do we judge the quality of musical work(s) and performance(s)?

MU:Re9.1.E.Ia Evaluate works and performances based on personally- or collaboratively-developed criteria, including analysis of the structure and context.

- I can evaluate a concert based on a class rubric.

CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- Synthesize and relate knowledge and personal experiences to make music.
- **Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- **Essential Question:** How do musicians make meaningful connections to creating, performing, and responding?

MU:Cn10.0.E.Ia Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

- I can demonstrate how my interests relate to personal choices and intent when creating, performing and responding to music.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- Relate musical ideas and work to varied contexts and daily life to deepen understanding.
- **Enduring Understanding:** Understanding connections to varied contexts and daily life enhances musicians' creating, performing and responding.
- **Essential Question:** How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

MU:Cn11.0.E.Ia Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

- I can connect the many different arts and understand how a society impacts the many different arts.

Advanced Orchestra
Grades 10, 11, 12

Unit of Credit: One Year
(Elective)

Prerequisite: Audition

Course Overview:
Advanced Orchestra is a course designed to provide students a continuation of studies in string instrument pedagogy and performance. Students will gain proficiency in ensemble technique as well as instrumental methods providing them with a solid foundation for a continuation in college coursework. This course curriculum is based on the National Core Arts Standards.

Vocabulary:
Crescendo, Decrescendo, Diminuendo, Forte, Fortepiano, Fortissimo, Mezzo, Morendo, Pianissimo, Piano, Sforzando, Grave, Largo, Lento, Adagio, Andante, Maestoso, Allegretto, Moderato, Allegro, Vivace, Presto, Prestissimo, Accelerando, Alla Breve, Allargando, A tempo, Grand Pause, L'istesso tempo, Meno Mosso, Piu mosso, Rallentendo, Ritardando, Rubato, Stringendo, Tenuto, Attacca, Cadenza, Coda, Da Capo, Dal Segno, Fine, Ad Libertum, Divisi, Ossia, Soli, Solo, Tacet, Tutti, Unison, Animato, Brio con, Cantabile, Dolce, Espressivo, Fuoco con, Grazioso, Legato, Maestoso, Marcato, Pesante, Semplice, Sostenuto, Staccato, Secco, Sordino, Assia, Con, MOlto, Non troppo, Poco a poco, Subito, Senza, Sempre, Simile.

CREATING
Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- Generate musical ideas for various purposes and contexts.
- **Enduring Understanding:** The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- **Essential Question:** How do musicians generate creative ideas?

MU:Cr1.1.E.IIa Compose and improvise ideas for arrangements, sections, and short compositions for specific purposes that reflect characteristic(s) of music from a variety of cultures studied in rehearsal.

- I can compose pieces in mixed meter, and in keys up to 4 sharps and flats. Cellists can compose pieces in both bass and tenor clef and Violists can compose in both alto and treble clef.
- I can improvise using a drone in keys up to four sharps and flats

Anchor Standard 2: Organize and develop artistic ideas and work.

- Select and develop musical ideas for defined purposes and contexts.

- **Enduring Understanding:** Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- **Essential Question:** How do musicians make creative decisions?

MU:Cr2.1.E.IIa Select and develop arrangements, sections, and short compositions for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of cultures studied in rehearsal.

- I can write out my compositions and perform them in front of others.

MU:Cr2.1.E.IIb Preserve draft compositions and improvisations through standard notation, audio, or video recording.

- I can notate my improvisations and notate my musical ideas for composition pieces.
- I can contribute musical ideas to the rehearsal.

Anchor Standard 3: Refine and complete artistic work.

- Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.
- **Enduring Understanding:** Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- **Essential Question:** How do musicians improve the quality of their creative work?

MU:Cr3.1.E.IIa Evaluate and refine draft arrangements, sections, short compositions, and improvisations based on personally-developed criteria, including the extent to which they address identified purposes

- I can take a rough composition and refine this composition using feedback by my teachers and peers.
- I can offer feedback that helps improve other students work and self-evaluate my works

- Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.
- **Enduring Understanding:** Musicians' presentation of creative work is the culmination of a process of creation and communication.
- **Enduring Question:** When is creative work ready to share?

MU:Cr3.2.E.IIa Share personally-developed arrangements, sections, and short compositions – individually or as an ensemble – that address identified purposes..

- I can perform my composition with my class.

PERFORMING

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- Select varied musical works to present based on interest, knowledge, technical skill, and context.

- **Enduring Understanding:** 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.
- **Essential Question:** How do performers select repertoire?

MU:Pr4.1.E.IIa Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music , the technical skill of the individual or ensemble, and the purpose and context of the performance.

- I can offer feedback as to whether a piece of music is appropriate for my ensemble and well as decide if a piece is appropriate for a particular performance venue.

- Analyze the structure and context of varied musical works and their implications for performance.
- **Enduring Understanding:** Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- **Essential Question:** How does understanding the structure and context of musical works inform performance?

MU:Pr4.2.E.IIa Document and demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works may impact and inform prepared and improvised performances.

- I can identify the baroque and classical forms and know how the form of a piece influences performance practice.
- I can analyze sonata form and decide how to make the themes differ.

- Develop personal interpretations that consider creators' intent.
- **Enduring Understanding:** Performers make interpretive decisions based on their understanding of context and expressive intent.
- **Essential Question:** How do performers interpret musical works?

MU:Pr4.3.E.IIa Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skill to connect with the audience.

- I can take a short snippet of music and develop a musical interpretation that is historically and contextually accurate.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- Evaluate and refine personal and ensemble performances, individually or in collaboration with others.
- **Enduring Understanding:** 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.
- **Essential Question:** How do musicians improve the quality of their performance?

MU:Pr5.1.E.IIa Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music, and evaluate their success.

- I can listen to a recording of my ensemble and complete an evaluation form based on the district music festival form, and offer feedback and goals for the next quarter.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

- Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.
- The context and how a work is presented influence the audience response.
- **Enduring Understanding:** Musicians judge performance based on criteria that vary across time, place and cultures.
- **Essential Questions:** When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

MU:Pr6.1.E.IIa Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.

- I can state what technical demands are needed to perform a piece of music.
- I can write the expressive qualities of a piece based on the historical period.

MU:Pr6.1.E.IIb Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances

- I can explain how expressive factors influence the audience's reception of a piece of music.
- I have a mastery of my instrument that allows me to have an expressive performance.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.

- Choose music appropriate for specific purposes or contexts.
- **Enduring Understanding:** Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- **Essential Question:** How do individuals choose music to experience?

MU:Re7.1.E.IIa Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.

- I can pick music that is appropriate for the context in which it is played.
- I help choose music that is appropriate for a particular concert or performance.

- Analyze how the structure and context of varied musical works inform the response.
- **Enduring Understanding:** Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

- **Essential Question:** How does understanding the structure and context of music inform a response?

MU:Re7.2.E.IIa Explain how the analysis of structures and contexts inform the response to music.
    - I can analyze the form of a piece and make musical decisions based on the musical form.

Anchor Standard 8: Interpret intent and meaning in artistic work.
- Support interpretations of musical work that reflects creators'/performers' expressive intent.
- **Enduring Understanding:** Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- **Essential Question:** How do we discern the musical creators' and performers' expressive intent?

MU:Re8.1.E.IIa Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and varied researched sources.
    - I can explain why I made a certain interpretation decision based on evidence in the musical score.

Anchor Standard 9: Apply criteria to evaluate artistic work.
- Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.
- **Enduring Understanding:** The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
- **Essential Question:** How do we judge the quality of musical work(s) and performance(s)?

MU:Re9.1.E.IIa Evaluate works and performances based on research as well as personally- and collaboratively-developed criteria, including analysis and interpretation of the structure and context.
    - I can use specific criteria when evaluating a musical performance, and compare and contrast different performances.

CONNECTING
Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.
- Synthesize and relate knowledge and personal experiences to make music.
- **Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- **Essential Question:** How do musicians make meaningful connections to creating, performing, and responding?

MU:Cn10.0.E.IIa Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
    - I can select and perform music, which communicates my sense of self and place.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- Relate musical ideas and works to varied contexts and daily life to deepen understanding.
- **Enduring Understanding:** Understanding connections to varied contexts and daily life enhances musicians' creating, performing and responding.
- **Essential Question:** How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

MU:Cn11.0.E.IIa Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

- I will understand how music is influenced by a culture and context and how these influences impact all arts.
- I can compare and contrast the different visual arts and music.

MUSIC TECHNOLOGY
Grades 11, 12

Unit of Credit: One Semester or One Year (Elective)

Prerequisite: Two years of music training or consent of the instructor

Course Overview:
Students will compose, arrange and develop music theory skills and aesthetics through the use of computer based music technology. The class will enable students to study the elements of music for their own edification or as preparation for those students who will be college-bound music majors. Students will be assessed through exercises, audio projects, oral and written assignments and exams, reports and participation. The course covers sampling, sound design, and sequencing basics, and guides you from the fundamentals of mixing and mastering to more advanced problem solving techniques that will improve your overall productions.

Units of Study:
- Instrumental pedagogy
- Aesthetic values
- Cultural awareness
- Jazz history
- Musical literacy
- Musical production, engineering, and mastering
- Presentation

Vocabulary:
DAW (Digital Audio Interface), Mixing Board, Sequencing, Loop, Automation, Electronic Music, Applications, BPM (beats per minute), Buffer Memory, Compression, Format, Frequency, MIDI, Gain, Hertz, Mono, Sample, Sampling Rate/Frequency, Signal, Sine Wave, Solo Button, Velocity, Volume, Equalization.

CREATING
Anchor Standard 1: Generate and conceptualize artistic ideas and work.
- Generate musical ideas for various purposes and contexts.
- **Enduring Understanding:** The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- **Essential Questions:** How do musicians generate creative ideas?

MU:Cr1.1.T.Ia Generate melodic, rhythmic, and harmonic ideas for compositions or improvisations using digital tools.
  - I can compose using multiple pattern sequencers within a DAW.
  - I can utilize and manipulate simple and advanced samplers.

- I can demonstrate unity and variety, tension and release, and balance in my composition.
- I can use texture, dynamics, rhythm, and other musical elements to depict a soundscape.
- I can develop my own instrument patches.

Anchor Standard 2: Organize and develop artistic ideas and work.

- **Enduring Understanding:** Musicians' creative choices are influenced by their expertise, context and expressive intent.
- **Essential Question:** How do musicians make creative decisions?

MU:Cr2.1.T.Ia Select melodic, rhythmic, and harmonic ideas to develop into a larger work using digital tools and resources.

- I can apply real-time grooves to change the "feel" of digitally composed music.
- I can know how to make and use a catchy hook using the available instruments and tones within the DAW and samples.
- I can give deliberate structure to my composition project.
- I can use and describe the musical elements used in my melody (dynamics, articulation, tempi, etc.).

Anchor Standard 3: Refine and complete artistic work.

- **Enduring Understanding:** Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- **Essential Question:** How do musicians improve the quality of their creative work?

MU:Cr3.1.T.Ia Drawing on feedback from teachers and peers, develop and implement strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations.

- I can understand a musical timeline.
- I can effectively use a master track to refine the project.
- I can master advanced cut and paste operations.
- I can elicit specific moods within music.
- I can identify specific music production techniques.

- **Enduring Understanding:** Musicians' presentation of creative work is the culmination of a process of creation and communication.
- **Enduring Question:** When is creative work ready to share?

MU:Cr3.2.T.Ia Share compositions or improvisations that demonstrate a proficient level of musical and technological craftsmanship as well as the use of digital tools and resources in developing and organizing musical ideas.

- I can export project to usable, transferable audio formats.
- I can mix and master a final project.

PERFORMING

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- Select varied musical works to present based on interest, knowledge, technical skill, and context.
- **Enduring Understanding:** Performers' interest in and knowledge of musical work(s), understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- **Essential Question:** How do performers select repertoire?

MU:PR4.1.T.Ia Develop and explain the criteria used for selecting a varied repertoire of music based on interest, music reading skills, and an understanding of the performer's technical and technological skill.

- I can explore genres other than electronic and dance.
- I can create a remix from other genres and morph it into another style.
- I can identify and explain compositional techniques used to provide unity and variety, tension and release in musical works.

- **Enduring Understanding:** Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- **Essential Question:** How does understanding the structure and context of musical works inform performance?

MU:PR4.2.T.Ia Describe how context, structural aspects of the music, and digital media/tools inform prepared and improvised performances.

- I can identify various opportunities to perform and hear music in the local community and beyond.
- I can identify and discuss the role and development of technology in music, past and present.
- I can describe the stylistic features of a musical selection that define its aesthetic tradition and its historical or cultural context.

- **Enduring Understanding:** Performers make interpretive decisions based on their understanding of context and expressive intent.
- **Essential Question:** How do performers interpret musical works?

MU:PR4.3.T.Ia Demonstrate how understanding the context, expressive challenges, and use of digital tools in a varied repertoire of music influence prepared or improvised performances.

- I can describe technological advances as they affect performing, creating, and listening to music.
- I can discuss the available opportunities and the necessary qualities for pursuing a career in music technology.
- I can identify and discuss the role and development of technology in music, past and present.
- I can describe the stylistic features of a musical selection that define its aesthetic tradition and its historical or cultural context.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- **Enduring Understanding:** 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.
- **Essential Question:** How do musicians improve the quality of their performance?

MU:PR5.1.T.Ia Identify and implement rehearsal strategies to improve the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music.

- I can make independent judgements concerning the functions of harmony, timbre, texture, form, and any other appropriate characteristics to evaluate musical compositions, live, recorded, or sequenced, by using a rubric.
- I can evaluate a composition or arrangement by comparing it, through the use of a rubric, to similar or exemplary models.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

- Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.
- **Enduring Understanding:** Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.
- **Essential Question:** When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

MU:PR6.1.T.Ia Using digital tools, demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.

- I can improvise over familiar melodies using Reason or accompanying software.
- I can improvise/compose over familiar melodies using sequencing software.
- I can improvise/compose rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys to aid in the compositional process using various notation and/or sequencing software.
- I can improvise/compose harmonic or contrapuntal material to support familiar melodies to aid in the compositional process using various notation and/or sequencing software.

MU:PR6.1.T.Ib Demonstrate an understanding of the context of music through prepared and improvised performances.

- I can identify various opportunities to perform and hear music in the local community and beyond.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.

- **Enduring Understanding:** Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

- **Essential Question:** How do individuals choose music to experience?

MU:Re7.1.T.Ia Cite reasons for choosing music based on the use of the elements of music, digital and electronic aspects, and connections to interest or purpose.

- I can understand why the music being studied has been chosen as it relates to my own personal growth.
- I can understand why the music being studied has been chosen as it relates to a program theme, concept, or set of techniques.
- I can provide an appropriate program/album order from the music performed.

- **Enduring Understanding:** Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- **Essential Question:** How do individuals choose music to experience?

MU:Re7.2.T.Ia Explain how knowledge of the structure (repetition, similarities, contrasts), technological aspects, and purpose of the music informs the response.

- If a piece is programmatic in nature, I know the story behind the composition based on my understanding of the music.
- I am aware of who the composer/producer is and what her/his intention within the composition.
- I can create my own story-line for a track or album.

Anchor Standard 8: Interpret intent and meaning in artistic work.

- **Enduring Understanding:** Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- **Essential Question:** How do we discern the musical creators' and performers' expressive intent?

MU:Re8.1.T.Ia Explain and support an interpretation of the expressive intent of musical selections based on treatment of the elements of music, digital and electronic features and purpose.

- I can make independent judgments concerning the functions of harmony, timbre, texture, form, and any other appropriate characteristics to evaluate musical compositions, live, recorded, or sequenced, by using a rubric.
- I can develop, assess, and revise rubrics to evaluate musical performances, live, recorded, or sequenced.

Anchor Standard 9: Apply criteria to evaluate artistic work.

- **Enduring Understanding:** The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
- **Essential Question:** How do we judge the quality of musical work(s) and performance(s)?

MU:Re9.1.T.Ia Evaluate music using criteria based on analysis, interpretation, digital and

electronic features, and personal interests.

- I can evaluate a composition or arrangement by comparing it, through the use of a rubric, to similar or exemplary models.
- I can objectively evaluate a given musical work in terms of its technical, artistic, and aesthetic qualities.

CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- **Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- **Essential Question:** How do musicians make meaningful connections to creating, performing, and responding?

MU:Cn10.0.T.Ia Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing and responding to music.

- I can identify and compare styles of music from Western and nonwestern cultures.
- I can describe factors that influence relationships between a producer's music and his or her environment, commerce, and era.
- I can describe the ways music technology is used in various cultures and demographic groupings of the United States and other countries.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- Relate musical ideas and work to varied context and daily life to deepen understanding.
- **Enduring Understanding:** Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.
- **Essential Question:** How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

MU:Cn11.0.T.Ia Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

- I can emulate music from a variety of historical periods, styles, and cultures and will relate its characteristics with elements of dance, theatre, visual arts, and other disciplines.
- I can compose original music based on stimuli from dance, theatre, visual arts, and media.
- The student will compare and contrast the roles of creators, performers, and producers in music to roles in the other arts.

Guitar and Ukulele
Grades 9, 10, 11, 12

Unit of Credit: One Year
(Elective)

Prerequisite: None

Course Overview:
Harmonizing instrument class is designed to help students learn the fundamentals of playing a harmonizing instrument such as piano, guitar or ukulele and provides a solid foundation for musical growth. This course is based on the National Core Art Standards.

Vocabulary:
Harmony, Melody, Form, Technique, Playing Position, Rhythm, Beat, Repeat, Whole Note, Half Note, Quarter Note, Eighth Note, Whole Rest, Half Rest, Quarter Rest, Eighth Rest, Key Signature, Time Signature, Measure, Staff, Clef.

CREATING
Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- Generate musical ideas for various purposes and contexts.
- **Enduring Understanding:** The creative ideas concepts and feelings that influence musicians' work emerge from a variety of sources.
- **Essential Questions:** How do musicians generate creative ideas?

MU:Cr1.1.H.5a Generate melodic, rhythmic, and harmonic ideas for simple melodies (such as two-phrase) and chordal accompaniments for given melodies.

- Students improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys.
    - I can communicate a musical idea using call and response on my instrument.
    - I can complete a melodic phrase within a given key.
    - I can perform rhythmic variations on a simple melody.
    - I can improvise a 4 beat rhythm.

Anchor Standard 2: Organize and develop artistic ideas and work.

- Select and develop musical ideas for defined purposes and contexts.
- **Enduring Understanding:** Musicians' creative choices are influenced by their expertise, context and expressive intent.
- **Essential Question:** How do musicians make creative decisions?

MU:Cr2.1.H.5a Select, develop, and use standard notation or audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of simple melodies (such as two-phrase) and chordal accompaniments for given melodies.

- Students record an improvisation using recording technology (smart music, audacity, garage band, note recorder, etc…).
    - I can record an improvisation.
- Students notate an original composition.
    - I can create an original melody, using the first five notes.
    - I can label the note names for my melody.
    - I can speak the rhythm of my composition using the designated counting system or syllables.

Anchor Standard 3: Refine and complete artistic work.

- Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.
- **Enduring Understanding:** Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- **Essential Question:** How do musicians improve the quality of their creative work?

MU:Cr3:1.H.5a Apply teacher-provided criteria to critique, improve, and refine drafts of simple melodies (such as two-phrase) and chordal accompaniments for given melodies.

- I can evaluate my notated or recorded melody and identify areas for improvement.
- I can evaluate peer melodies constructively

- **Enduring Understanding:** Musicians' presentation of creative work is the culmination of a process of creation and communication.
- **Essential Question:** When is creative work ready to share?

MU:Cr3.2.H.5a Share final versions of simple melodies (such as two-phrase) and chordal accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas.

- I can perform my work for evaluation of performance readiness.

PERFORMING

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- Select varied musical works to present based on interest, knowledge, technical skill, and context.
- **Enduring Understanding:** Performers' interest in and knowledge of musical works, understand of their own technical skill, and the context for a performance influence the selection of repertoire.
- **Essential Question:** How do performers select repertoire?

MU:Pr4.1.H.5a Describe and demonstrate how a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interests, music reading skills, and technical skill, as well as the context of the performances.

- Students will be involved in selecting repertoire for performances.

- I can understand why the teacher chose the music being studied.
- I can provide a concert order from the selected music selections.
- I can choose between two given pieces of music that fit within the other pieces on our concert program, if this is a performance-based class.

- Develop personal analysis that consider creators' context.
- **Enduring Understanding:** Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- **Essential Question:** How does understanding the structure and context of musical works inform performance?

MU:Pr4.2.H.5a Identify prominent melodic and harmonic characteristics in a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, including at least some based on reading standard notation.

- Students perform a given piece of music with technical accuracy and expression.
  - I can identify and demonstrate varied dynamics.
  - I can demonstrate proper technique and posture for my instrument.

- Develop personal interpretations that consider creators' intent.
- **Enduring Understanding:** Performers make interpretive decisions based on their understanding of context and expressive intent.
- **Essential Question:** How do performers interpret musical works?

MU:Pr4.3.H.5a Demonstrate and describe in interpretations, an understanding of the context and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, and choral accompaniments.

- I can demonstrate the intended mood or style of a piece of music using my own interpretive skills.
- I can perform music that reflects the mood or style that the composer intended.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation

- **Enduring Understanding:** 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.
- **Essential Question:** How do musicians improve the quality of their performance?

MU:Pr5.1.H.5a Apply teacher-provided criteria to critique individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, and apply practice strategies to address performance challenges and refine the performances.

- Students will demonstrate proper fundamentals on their instrument.
- Students will read and notate music within the following specifications:
  - I can read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4.
- I can physically demonstrate pulse within music as I perform.

- I can clearly state how to use a metronome as a practice tool.
- I can count out loud using a numeric/syllabic counting system.
- I can read at sight simple melodies in treble clef.
- I can accurately draw my music clef.
- I can name the lines and spaces of a music staff including ledger lines above and below.
- I can identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
- I can recognize and clearly define basic music terms.
- I can demonstrate the ability to play fast and slow.
- I can demonstrate the ability to play loud and soft.
- Students use standard notation to record their musical ideas and the musical ideas of others.
    - I can notate whole, half, quarter and eighth notes and rests in simple rhythmic patterns.
    - I can accurately draw my music clef.
    - I can name the lines and spaces of notes in my clef including ledger lines above and below.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

- **Enduring Understanding:** Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.
- **Essential Questions:** When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

MU:Pr6.1.H.5a Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating understanding of the audience and the context.

- I can perform music at an appropriate skill level with technical accuracy.
- I can perform music correctly according to its written notation.
- I can perform music with musical expression.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.

- **Enduring Understanding:** Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- **Essential Question:** How do individuals choose music to experience?

MU:Re7.1.H.5a Demonstrate and describe reasons for selecting music, based on characteristics found in the music and connections to interest, purpose or personal experience.

- I can explain my choice of music to play or perform.
- I can point out what characteristics in a piece that I like or that I find interesting.
- I can relate the music I'm performing to a specific purpose.

- I can relate the music I'm performing to a personal experience that relates to the piece or emotional content of the music.

- Analyze how the structure and context of varied musical works inform the response.
- **Enduring Understanding:** Response to music is informed by analyzing context (social, cultural, and historical) and how creator(s) and performer(s) manipulate the elements of music.
- **Essential Question:** How does understanding the structure and context of music inform a response?

MU:Re7.2.H.5a Demonstrate and explain, citing evidence, the use of repetition, similarities and contrasts in musical selections and how these and knowledge of the context (social or cultural) inform the response.

- I can relate elements such as repetition, meter and instrumentation in the music and contrasting aspects of the music provide a particular social or cultural context.
- I can describe how the musical techniques used in the music create a particular response.

Anchor Standard 8: Interpret intent and meaning in artistic work.

- **Enduring Understanding:** Through their use of elements and structures of music, creators, and performers provide clues to their expressive intent.
- **Essential Question:** How do we discern the musical creators' and performers' expressive intent?

MU:Re8.1.H.5a Identify interpretations of the expressive intent and meaning of musical selections, referring to the elements of music, context (personal or social), and (when appropriate) the setting of the text.

- I can use musical elements in the music when explaining the composer's intent.
- I can describe how the context and/or setting of the music help discern the composer's expressive intent.

Anchor Standard 9: Apply criteria to evaluate artistic work.

- **Enduring Understanding:** The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
- **Essential Question:** How do we judge the quality of musical work(s) and performance(s)?

MU:Re9.1.H.5a Identify and describe how interest, experiences, and contexts (personal or social) effect the evaluation of music.

- I can explain how the interest, experience and context affect the evaluation of a piece of music.
- I can explain how the artistic and musical skills of a performance effect the quality of a piece of music.

CONNECTING

Anchor Standard 10 Synthesize and relate knowledge and personal experiences to make art.

- Synthesize and relate knowledge and personal experiences to make music.
- **Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- **Essential Question:** How do musicians make meaningful connections to creating, performing, and responding?

MU:Cn10.0.H.5a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

- I can explain how my interest in a particular piece of music helps me relate to the intention of the composer or the historical era.
- I can explain how my knowledge about the context of a piece of music affects my performance of that piece.
- I can show that my skill level affects my ability to select and perform music of appropriate quality.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- Relate musical ideas and works with societal, cultural, and historical context to deepen understanding.
- **Enduring Understanding:** Understanding connections to varied contexts and daily life enhances musicians' creating, performing and responding.
- **Essential Question:** How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

MU:Cn11.0.H.5a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

- I can describe why I've chosen a particular piece of music based on my interest, knowledge and skills.

►APPENDICES◄

APPENDIX I Adopted Music Materials, K-12

APPENDIX I

ADOPTED MUSIC MATERIALS

Course	Title	Publisher	Copyright	ISBN #
General Music Kindergarten	Game Plan-Kindergarten	Kid Sounds	2010	
General Music Gr. 1	Spotlight on Music Gr. 1	Macmillan/McGraw-Hill	2005	0022956743
General Music Gr. 1	Game Plan Gr. 1	Kid Sounds	2005	0976765004
General Music Gr. 2	Spotlight on Music Gr. 2	Macmillan/McGraw-Hill	2005	0022956751
General Music Gr. 2	Game Plan Gr. 2	Kid Sounds		
General Music Gr. 3	Spotlight on Music Gr. 3	Macmillan/McGraw-Hill	2005	002295676X
General Music Gr. 4	Spotlight on Music Gr. 4	Macmillan/McGraw-Hill	2005	0022956778
General Music Gr. 5	Spotlight on Music Gr. 5	Macmillan/McGraw-Hill	2005	0022956786
General Music Gr. 6	Spotlight on Music Gr. 6	Macmillan/McGraw-Hill	2005	0022956794
General Music Gr. 7	Spotlight on Music Gr. 7	Macmillan/McGraw-Hill	2005	0022956773
General Music Gr. 8	Spotlight on Music Gr. 8	Macmillan/McGraw-Hill	2005	0022956781
High School	Music Reading & Theory Skills – 4 levels	Innovative Learning Designs		
K-12	Sibelius-Instruments Music Learning Software	J.W. Pepper		5977815

MISSOULA
COUNTY PUBLIC SCHOOLS

Department of Teaching & Learning
Administration Building
215 S. 6th Street W.
Missoula, MT 59801
406-728-2400 Fax 406-542-4009
www.mcps.k12.mt.us