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Course: **Orchestra**
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Essential Questions:

Creating: Artists/Musicians use creative thinking and reasoning skills to perceive concepts and ideas to develop works.
Performing: Artists/Musicians employ personal processes and skills to solve problems creatively and present work in various contexts.
Responding: Artists/Musicians engage in analysis and interpretation to understand and evaluate artistic works.
Connecting: Artists/Musicians understand and communicate the value of creative expressions in internal and external contexts

Vocabulary: vocabulary to be reinforced from previous grades and add: shifting, spiccato, bow placement, articulation, balance, texture, dynamics, cue, 2nd position, pitch discrimination,conductor gestures, melody, harmony, rhythm (units), scales (Major and minor), keyboard, half step, whole step, building scales, intervals

Suggested Pacing	Content Standards	Learning and Performance Expectations What must students know and be able to do?	Connection to	Connection to **Social Emotional Standards** and/or **Social Justice Standards**	Assessment of Learning Options How will we know if they learned this skill?	Resources Options
Unit 1 Camerata	ENS.1CR ENS.4CR ENS.1PE ENS.2PE ENS.3PE ENS.4PE ENS.5PE ENENS.7PE DS.6PE ENS.8PE	• Review of tone production/listening skills using new rote tunes and familiar scales. • Review one octave scales (C, G, D, A, F, and Bb) • Article from Strings	Critical Thinking Creative Thinking Collaboration Communication	**Social Justice Standards developed throughout the year** Identity Standard 1, 3, and 4 Diversity 6, 7, 9	Videos for assessments rubric Ensemble Performance Assessment Personal	Used throughout the year: High School Music Mastery Assignments High School Music Mastery Template Grading

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	ENS.1RE ENS.2RE ENS.3RE ENS.1CO	Magazine about tools and techniques to develop accurate pitch • Improve Violin Intonation Video (but a lot of info applies to all string instruments • Review playing in parts. • Instruments on Parade (Symphony and Chamber) • Develop a personal practice plan • Recognizing problems and how to fix them		Justice 11, 12, 14 Action 16	Performance Assessment	Orchestra Teacher.net Exploring Shifting for String Players Once Octave Scales Orchestra Warm-ups Crucial Orchestra Bowings U Theory- piano layout, reading treble and bass clef, ledger lines Instruments on Parade Music Instruments on Parade Script
Unit 2	ENS.1CR ENS.4CR ENS.1PE ENS.2PE ENS.3PE ENS.4PE ENS.5PE ENENS.7PE DS.6PE ENS.8PE ENS.1RE ENS.2RE ENS.3RE ENS.1CO	• Finger Patterns • Continue with scales- One Octave Eb, Ab,Db, B major • Introduce minor scales • Orchestra Bowings • Advanced Etudes-Camerata and Symphony	Critical Thinking Creative Thinking Collaboration Communication	**Social Emotional Learning Standards throughout the year** A4 1.c A4 2.c A4 3.c B1 1.c B1 2.c B1 3.c	Ensemble Performance Assessment Personal Performance Assessment Videos for assessments rubric	Exploring Shifting for String Players One Octave Scales Major and minor Crucial Orchestra Bowings Finger Patterns High School Music Mastery Assignments High School Music

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						Mastery Template Grading
Unit 3	ENS.1CR ENS.4CR ENS.1PE ENS.2PE ENS.3PE ENS.4PE ENS.5PE ENENS.7PE DS.6PE ENS.8PE ENS.1RE ENS.2RE ENS.3RE ENS.1CO	• Pops Music Prep • (students will master their individual parts and work to align that playing with their section. They will be able to play them in tune, with the correct fingerings, good tone, correct bowings and implement the articulations and dynamics requested by the composer) (**As a member of the ensemble**, students will become aware of what is going on in other sections. Who has the melody and how that impacts their part. If they are	Global Awareness Critical Thinking Creative Thinking Collaboration Communication Empathy	B2 1.c B2 3.c B2 4.c B3 1.c B3 2.c C1 2.c C1 3.c C2 1.c C 2 2.c C2 3.c C2 4.c	Ensemble Performance Assessment Personal Performance Assessment Videos for assessments rubric	High School Music Mastery Assignments C Major Backing Track; G Major Backing Track; More Backing tracks in all keys High School Music Mastery Template Grading Video about what are dynamics and how to make them on your string instrument.

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		playing a harmony part they will adjust their volume to provide support for the melody. If holding down an ostinato pattern, students will pay close attention to articulation, follow the conductor in order not to rush or slow down, and listen carefully to the other sections and adjust accordingly) • The ensemble will demonstrate proper performance etiquette, and follow the conductor. • Sight read music • Improvising over a simple chord progression • Here's a guid… • Developing a… • Conducting …				

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		• Conducting A… • Conducting … • Conducting … • Dynamic-how to do them on your instruments				
Unit 4	ENS.1CR ENS.4CR ENS.1PE ENS.2PE ENS.3PE ENS.4PE ENS.5PE ENENS.7PE DS.6PE ENS.8PE ENS.1RE ENS.2RE ENS.3RE ENS.1CO		Critical Thinking Creative Thinking Collaboration Communication		Ensemble Performance Assessment Personal Performance Assessment Videos for assessments rubric	High School Music Mastery Assignments High School Music Mastery Template Grading
Unit 5	ENS.1CR ENS.4CR ENS.1PE ENS.2PE ENS.3PE ENS.4PE ENS.5PE ENENS.7PE DS.6PE ENS.8PE ENS.1RE ENS.2RE	• Winter Concert • (students will master their individual parts and work to align that playing with their section. They will be able to play them in tune, with the correct	Global Awareness Critical Thinking Creative Thinking Collaboration	B2 1.c B2 3.c B2 4.c B3 1.c B3 2.c C1 2.c C1 3.c C2 1.c C 2 2.c	Ensemble Performance Assessment Personal Performance Assessment Videos for assessments	High School Music Mastery Assignments High School Music Mastery Template Grading Sight Reading Factory- Level 1 and 2; keys of A, D, G, C, and F major Time signatures or 4/4,

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	ENS.3RE ENS.1CO	fingerings, good tone, correct bowings and implement the articulations and dynamics requested by the composer) (**As a member of the ensemble**, students will become aware of what is going on in other sections. Who has the melody and how that impacts their part. If they are playing a harmony part they will adjust their volume to provide support for the melody. If holding down an ostinato pattern, students will pay close attention to articulation, follow the conductor in order not to rush or slow down, and listen carefully to the other sections	Communication Empathy	C2 3.c C2 4.c	rubric	3/4, 2/4; 12 measure long with 30 seconds to study Checking for correct pitches, rhythms, tone, intune and dynamics

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		and adjust accordingly) • The ensemble will demonstrate proper performance etiquette, and follow the conductor. • Sight Read music • Aiming for Grade 3 and try to make sure one selection can be used for large group adjudicated event				
Unit 6	ENS.1CR ENS.4CR ENS.1PE ENS.2PE ENS.3PE ENS.4PE ENS.5PE ENENS.7PE DS.6PE ENS.8PE ENS.1RE ENS.2RE ENS.3RE ENS.1CO	• Prep for OMEA Large Group Adjudicated Event • (students will master their individual parts and work to align that playing with their section. They will be able to play them in tune, with the correct fingerings, good tone, correct bowings and	Critical Thinking Creative Thinking Collaboration Communication Empathy		Ensemble Performance Assessment Personal Performance Assessment Videos for assessments rubric	High School Music Mastery Assignments High School Music Mastery Template Grading Sight Reading Factory- Level 1 and 2; keys of A, D, G, C, and F major Time signatures or 4/4, 3/4, 2/4; 12 measure long with 30 seconds to study Checking for correct pitches, rhythms, tone, intune and dynamics

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		implement the articulations and dynamics requested by the composer) (**As a member of the ensemble**, students will become aware of what is going on in other sections. Who has the melody and how that impacts their part. If they are playing a harmony part they will adjust their volume to provide support for the melody. If holding down an ostinato pattern, students will pay close attention to articulation, follow the conductor in order not to rush or slow down, and listen carefully to the other sections and adjust accordingly) • The ensemble will				

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		demonstrate proper performance etiquette, and follow the conductor. • Camerata traditionally has gone Class B- so music will be selected from the state required list. They will perform 3 songs and participate sight-reading				
Unit 7	ENS.1CR ENS.4CR ENS.1PE ENS.2PE ENS.3PE ENS.4PE ENS.5PE ENENS.7PE DS.6PE ENS.8PE ENS.1RE ENS.2RE ENS.3RE ENS.1CO	• Spring Concert Prep and Performance • (students will master their individual parts and work to align that playing with their section. They will be able to play them in tune, with the correct fingerings, good tone, correct bowings and	Critical Thinking Creative Thinking Collaboration Communication Empathy	B2 1.c B2 3.c B2 4.c B3 1.c B3 2.c C1 2.c C1 3.c C2 1.c C 2 2.c C2 3.c C2 4.c D1 1.c D1 2.c	Ensemble Performance Assessment Personal Performance Assessment Videos for assessments rubric	High School Music Mastery Assignments High School Music Mastery Template Grading Sight Reading Factory- Level 1 and 2; keys of A, D, G, C, and F major Time signatures or 4/4, 3/4, 2/4; 12 measure long with 30 seconds to study Checking for correct pitches, rhythms, tone, intune and dynamics

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		implement the articulations and dynamics requested by the composer) (**As a member of the ensemble**, students will become aware of what is going on in other sections. Who has the melody and how that impacts their part. If they are playing a harmony part they will adjust their volume to provide support for the melody. If holding down an ostinato pattern, students will pay close attention to articulation, follow the conductor in order not to rush or slow down, and listen carefully to the other sections and adjust accordingly) • The ensemble will		D2 1.c D2 2.c D2 3.c E1 1.c E1 2.c E2 1.c E2 2.c E2 3.c		

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		demonstrate proper performance etiquette, and follow the conductor.				
Unit 8	ENS.1CR ENS.4CR ENS.1PE ENS.2PE ENS.3PE ENS.4PE ENS.5PE ENENS.7PE DS.6PE ENS.8PE ENS.1RE ENS.2RE ENS.3RE ENS.1CO	• Lesson plan to teach Compose a simple rhythmic melody accompaniment for a specific melody using standard and iconic notation, in a variety of meters, including compound meters.	Global Awareness Critical Thinking Creative Thinking Collaboration Communication Empathy		Ensemble Performance Assessment Personal Performance Assessment Videos for assessments rubric	High School Music Mastery Assignments High School Music Mastery Template Grading

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