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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, articulations, balance, texture, dynamics, cue, 3rd position, pitch discrimination, conductor gestures, melody, harmony, rhythm (units), scales (Major), keyboard, half step, whole step, building major scales,

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 String/ Philharmonia	Review of 8th grade orchestra	• Review of tone production/listening skills using new rote tunes and familiar scales. • Review one octave scales (C, G, D, A, F, and Bb) • Review playing in parts.	Critical Thinking Creative Thinking Collaboration Communication	Social Justice Standards developed throughout the year Identity Standard 1, 3, and 4 Diversity 6, 7, 9 Justice 11, 12, 14	Videos for assessments rubric High School Music Mastery Template	High School Music Mastery Assignments High School Music Mastery Template Grading Used throughout the year: Orchestra Teacher.net

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				Action 16	Ensemble Performance Assessment Personal Performance Assessment Template Grading	Exploring Shifting for String Players One Octave Scales Orchestra Warm-ups Crucial Orchestra Bowings U Theory- beats, note values, 8th notes Instruments on Parade Music Instruments on Parade Script
Unit 2	ENI.1PE ENI.2 PE ENI.3PE ENI.4PE ENI.5PE ENI.6PE ENI.7PE ENI.1RE ENI.2RE ENI.3RE ENI.1CO ENI 3.CO ENI.4CO	• Finger Patterns • Continue with scales- One Octave Eb, Ab,Db, B major • Orchestra Bowings • Shifting- String, Phil • Advanced Etudes-Camerata and Symphony	Critical Thinking Creative Thinking Collaboration Communication	Social Emotional Learning Standards A4 1.c A4 2.c A4 3.c B1 1.c B1 2.c B1 3.c	Ensemble Performance Assessment Personal Performance Assessment	Exploring Shifting for String Players Once Octave Scales Crucial Orchestra Bowings Finger Patterns U Theory- half notes and whole notes, understanding rhythm values High School Music Mastery Assignments
Unit 3	ENI.1PE	• Pops Music Prep	Global	B2 1.c	Ensemble	U Theory- Dotted notes

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	ENI.2 PE ENI.3PE ENI.4PE ENI.5PE ENI.6PE ENI.7PE ENI.1RE ENI.2RE ENI.3RE ENI.1CO ENI 3.CO ENI.4CO	(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 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	Awareness Critical Thinking Creative Thinking Collaboration Communication Empathy	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	Performance Assessment Personal Performance Assessment Videos for assessments rubric High School Music Mastery Template	and off beats High School Music Mastery Assignments

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		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.				
Unit 4	ENI.1PE ENI.2 PE ENI.3PE ENI.4PE ENI.5PE ENI.6PE ENI.7PE ENI.1RE ENI.2RE ENI.3RE ENI.1CO ENI 3.CO ENI.4CO	• Complex Rhythms • Compound Meters	Critical Thinking Creative Thinking Collaboration Communication		Ensemble Performance Assessment Personal Performance Assessment Videos for assessments rubric High School Music Mastery Template	U Theory- Compound Meters, understanding meters, High School Music Mastery Assignments
Unit 5	ENI.1PE ENI.2 PE	• Winter Concert • (students will master	Global Awareness	B2 1.c B2 3.c	Ensemble Performance	U Theory- Compound meter patterns, sixteenth

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	ENI.3PE ENI.4PE ENI.5PE ENI.6PE ENI.7PE ENI.1RE ENI.2RE ENI.3RE ENI.1CO ENI 3.CO ENI.4CO	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 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	Critical Thinking Creative Thinking Collaboration Communication Empathy	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	Assessment Personal Performance Assessment Videos for assessments rubric High School Music Mastery Template	notes in simple time High School Music Mastery Assignments

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		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.				
Unit 6	ENI.1PE ENI.2 PE ENI.3PE ENI.4PE ENI.5PE ENI.6PE ENI.7PE ENI.1RE ENI.2RE ENI.3RE ENI.1CO ENI 3.CO ENI.4CO	• Shifting to Position	Critical Thinking Creative Thinking Collaboration Communication Empathy		Ensemble Performance Assessment Personal Performance Assessment Videos for assessments rubric High School Music Mastery Template	U Theory- Layout of the piano Sight Reading Factory: Level 1 and 2; keys of D, G, and C, Time signatures or 4/4, 3/4, 2/4; 8 measure long with 20 seconds to study High School Music Mastery Assignments
Unit 7	ENI.1PE ENI.2 PE ENI.3PE ENI.4PE	• Chamber Music Unit (Duos with all students, larger groups for	Critical Thinking Creative	B2 1.c B2 3.c B2 4.c B3 1.c	Ensemble Performance Assessment	High School Music Mastery Assignments

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	ENI.5PE ENI.6PE ENI.7PE ENI.1RE ENI.2RE ENI.3RE ENI.1CO ENI 3.CO ENI.4CO	advanced/interested students) • Pitch discrimination	Thinking Collaboration Communication Empathy	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 D2 1.c D2 2.c D2 3.c E1 1.c E1 2.c E2 1.c E2 2.c E2 3.c	Personal Performance Assessment Videos for assessments rubric High School Music Mastery Template	
Unit 8	ENI.1PE ENI.2 PE ENI.3PE ENI.4PE ENI.5PE ENI.6PE ENI.7PE ENI.1RE ENI.2RE	• Spring Concert Prep and Performance- Increase level of music • (students will master their individual parts and work to align that playing with their section. They	Global Awareness Critical Thinking Creative Thinking		Ensemble Performance Assessment Personal Performance Assessment Videos for	High School Music Mastery Assignments

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	ENI.3RE ENI.1CO ENI 3.CO ENI.4CO		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 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	Collaboration Communication Empathy		assessments rubric High School Music Mastery Template	

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		other sections and adjust accordingly) • The ensemble will demonstrate proper performance etiquette, and follow the conductor. • Refine all skills learned in middle school • Continue to use and refine skills learned in year 1 of HS orch • Continue to grow independence •				

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