4-5 ORCHESTRA: INSTRUMENTAL MUSIC Curricular Document

4-5 Orchestra Information	
CURRICULUM/CONTENT AREA	**COURSE LENGTH**
Music/INSTRUMENTAL MUSIC: ORCHESTRA	2 years
GRADE LEVEL	**DATE LAST REVIEWED**
4-5	Music Comprehensive Program Evaluation, June 2025
PREREQUISITE(s) ***if applicable***	**BOARD APPROVAL DATE**
NA	
PRIMARY RESOURCE ***if applicable***	
Essential Elements Method Book Essential Elements Interactive Online Program	

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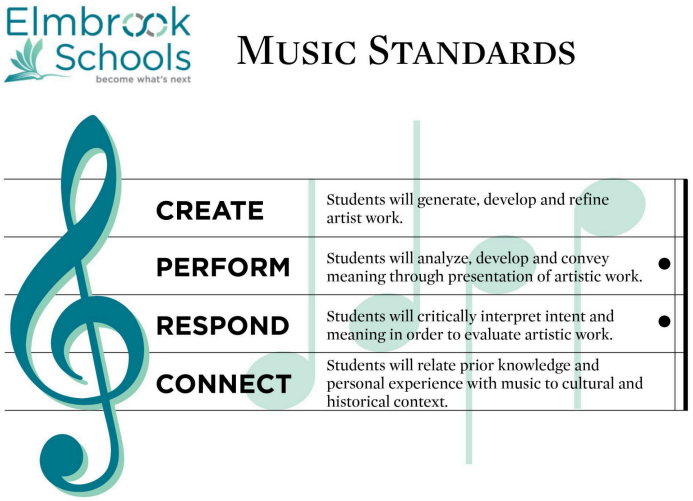
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Course Desired Results

COURSE DESCRIPTION

Beginning orchestra is an academic discipline that explores music through singing, playing instruments, listening, movement, creative expression, and music reading.



ENDURING UNDERSTANDINGS *Students will understand that....*	ESSENTIAL QUESTIONS *Students will keep considering....*
CREATE • The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. • Musicians' creative choices are influenced by their expertise, context, and expressive intent. • Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. • Musicians' presentation of creative work is the culmination of a process of creation and communication.	• How do musicians generate creative ideas? • How do musicians make creative decisions? • How do musicians improve the quality of their creative work? • When is creative work ready to share?
PERFORM	• How do performers select repertoire?

• 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 • Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. • Performers make interpretive decisions based on their understanding of context and expressive intent. • To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. • Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.	• How does understanding the structure and context of musical works inform performance? • How do performers interpret musical works? • How do musicians improve the quality of their performance? • How do context and the manner in which musical work is presented influence audience response?
RESPOND • Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. • Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. • Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. • The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.	• How do individuals choose music to experience? • How does understanding the structure and context of music inform a response? • How do we discern musical creators' and performers' expressive intent? • How do we judge the quality of musical works and performances?
CONNECT • Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. • Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding	• How do musicians make meaningful connections to creating, performing, and responding? • How do the other arts, other disciplines, contexts, and daily life inform creating, performing and responding to music?
POSTSECONDARY, CAREER, AND LIFE READINESS • Music provides pathways to career opportunities, and personal fulfillment throughout life.	• Why is career and life readiness important? • What are employability skills? How do I prepare myself for a career that is in demand now and in 5, 10, or 20 years from now? • How might technical knowledge and skills influence one's employability and advancement opportunities within various work settings?

COURSE PRIORITY STANDARDS

CREATE Standard Progression:

CREATE: Students will generate, develop, and refine artistic work.				
	K-3	3-5	6-8	9-12
Priority Standard Performance Indicator	MP1.Cr.1.e: Discover musical ideas through simple rhythm and melodic patterns.	MP1.Cr.5.i: Explore rhythmic, melodic, and harmonic phrases.	MP1.Cr.9.m: Develop musical compositions for voices or instruments.	MP1.Cr.13.h: Design and develop musical compositions for voices or instruments.

CREATE Learning Targets:

- I can compose short melodies using learned notes and rhythms on the music staff.
- I can create and perform rhythm patterns from speech and environmental sounds.
- I can echo simple melodic and rhythmic patterns on my instrument with an extended range.
- I can improvise melodic and rhythmic patterns on my instrument with an extended range.

PERFORM Standard Progression:

PERFORM: Students will analyze, develop, and convey meaning through the presentation of artistic work.

	K-3	3-5	6-8	9-12
Priority Standard Performance Indicator	MP2.P.1.e: Explore and identify the meaning of a song through its text by singing and/or playing an instrument.	MP2.P.9.1: Explore and demonstrate an understanding of the elements of music by reading, singing, and/or playing an instrument.	MP2.P.17.m: Rehearse and demonstrate the ability to sing and/or play expressively, on pitch, and in rhythm, while using proper technique and maintaining a steady beat.	MP2.P.25.h Rehearse and demonstrate the ability to sing and/or play expressively, on pitch, in rhythm, and with proper technique and maintaining a steady beat.

PERFORM Learning Targets:

By the end of 5th grade:

- I can perform a D Major scale using correct posture, bowing motion and a clear sound.
- I can pluck a song using D string notes with correct left hand shape and a ringing tone.
- I can describe and demonstrate how to hold my instrument and pizzicato (pluck) open strings with correct finger position.
- I can demonstrate a relaxed, pencil bow hold and right arm motion for my instrument.
- I can demonstrate finger tunneling.
- I can identify my D and A string notes & play (pizz) a song using them.

- I can perform with the bow using open strings while demonstrating an appropriate bow hold, and adjusting my elbow height for different string levels.
- I can perform notes using my 4th finger.
- I can perform notes on the G string.
- I can perform C natural and F natural.
- I can perform a slur, tie, and hooked bows.

	K-3	3-5	6-8	9-12
Priority Standard *Performance Indicator*	MP2.P.3.e: Examine and share the performance with the class and teacher.	MP2.P.11.i: Critique performances of self and peers.	MP2.P.19.m Discuss your own ideas and feedback of others to develop strategies to address technical challenges.	MP2.P.27.h Discuss own ideas and feedback of others to develop and implement strategies to address technical challenges.

PERFORM Learning Targets:

By the end of 5th grade:

- I can evaluate my own pitch, rhythm, and technique to identify errors and make improvements during practice.
- I can respectfully communicate suggestions for improvement of a peer's performance.

	K-3	3-5	6-8	9-12
Priority Standard *Performance Indicator*	MP2.P.6.e: Perform in a classroom setting.	MP2.P.14.i: Perform as part of an ensemble.	MP2.P22.m: Perform collaboratively as part of an ensemble, demonstrating well developed ensemble skills.	MP2.P.30.h: Demonstrate well-developed ensemble skills while working collaboratively with other performers and the conductor in a rehearsal and performance.

PERFORM Learning Targets:

By the end of 5th grade:

- I can match pulse and rhythm to stay together as an ensemble.
- I demonstrate self-discipline by working cooperatively with peers to produce a quality musical performance.
- I display appropriate etiquette for style and venue of musical performance (classical concert vs. fiddle jam session).
- I demonstrate well-disciplined personal behavior during rehearsals and performance.

RESPOND Standard Progression

RESPOND: Students will critically interpret intent and meaning in order to evaluate artistic work.

	K-3	3-5	6-8	9-12
Priority Standard	MP2.R.3.e:	MP3.R.7.i:	MP3.R.11.m:	MP3.R.16.h:

Performance Indicator	Utilize music terminology in the analysis and evaluation of musical performances, recordings, and compositions.	Utilize appropriate music terminology in the evaluation/reflection of music performances.	Evaluate and critique musical performances, recordings, and compositions using appropriate music terminology and technology.	Analyze, critique, and evaluate musical performances, recordings, and compositions using appropriate music terminology, theory, and technology.

RESPOND Learning Targets:

- I can summarize the characteristics of a high quality performance.
- I can cite evidence to evaluate the quality of musical works and performances.

CONNECT Standard Progression

CONNECT: Students will relate prior knowledge and personal experience with music to cultural and historical context.

	K-3	3-5	6-8	9-12
Priority Standard *Performance Indicator*	MP4.Cn.2.e: Express how music relates to self and others.	MP4.Cn.6.1: Explain how music relates to self, others, and the world.	MP4.Cn.10.m: Explain how music relates to self, others, and the world using grade- appropriate music vocabulary.	MP4.Cn.14.h: Explain the relationship between performer and audience using grade-appropriate music vocabulary.

CONNECT Learning Targets:

- I can describe personal preference in music listening and group performance
- I can demonstrate my understanding of musical elements and expressive qualities in performances.
- I can connect my personal experiences to my musical choices.
- I can demonstrate understanding of connections between music, other classes and the world around me.

CAREER & LIFE READINESS

- I understand employability skills and how technical knowledge and skills influence one's employability and advancement opportunities within various work settings.

Priority Standard by Unit				
	Unit 1	Unit 2	Unit 3	Unit 4
Create		X	X	X
Perform	X	X	X	X
Respond	X		X	X
Connect	X	X	X	X
Career	X	X	X	X

CAREER CLUSTERS *most applicable to this course*	☐ Advanced Manufacturing ☐ Agriculture, Food & Natural Resources ☐ Architecture and Construction ☑ Arts, A/V Technology & Communication ☑ Business Management & Administration ☑ Digital Technology ☑ Education & Training ☐ Finance ☐ Government & Public Administration ☐ Health Science ☐ Hospitality & Tourism ☐ Human Services ☐ Law, Public Safety, Corrections & Security ☐ Marketing ☐ Science, Technology, Engineering & Mathematics ☐ Transportation, Distribution & Logistics
CAREERS *students will learn about*	**May include:** Performance & Creation • Professional Musician (soloist, band/orchestra member, studio musician) • Composer or Arranger • Conductor (for bands, orchestras, choirs, or theater) • Singer-Songwriter • Music Producer (creates and shapes recorded music)

	Technology & Production • Audio Engineer (records and mixes live or studio sound) • Sound Designer (for video games, film, theater, etc.) • Recording Technician • DJ or Electronic Music Artist Education & Leadership • Music Teacher (band director, general music teacher) • Private Instrument Instructor • Music Therapist (uses music to support mental health and well-being) • Ensemble Director (community bands, youth programs) Music in Media & Entertainment • Film/TV/Video Game Composer • Music Supervisor (selects music for films, shows, commercials) • Voice Actor (with musical roles or singing parts) Business & Support Roles • Music Manager or Agent • Concert Promoter • Instrument Repair Technician • Music Retail Specialist (sales or customer support in music stores) • Music Librarian (organizes and preserves music collections)
POSTSECONDARY EDUCATION & TRAINING OPTIONS	INDUSTRY RECOGNIZED CREDENTIALS: ☐ DUAL CREDIT OPPORTUNITIES ☐ CAREER BASED LEARNING OPPORTUNITIES ☐

UNIT 1: Instrumental Technique

In this unit, students will explore and demonstrate an understanding of the elements of music by reading, singing, and/or playing an instrument.

UNIT 1 DESIRED RESULTS

ESSENTIAL QUESTION: *Students will keep considering…*

➔ How do musicians improve the quality of their performance?

UNIT-SPECIFIC GUIDING QUESTIONS:

1. How do I care for and maintain my instrument?
2. How do I produce a proper sound on my instrument?
3. What is the correct posture for my body, fingers and bow on my instrument?

UNIT PRIORITY STANDARDS & LEARNING TARGETS: *Students will know and be able to…*

PERFORM

MP2.P.9.1: Explore and demonstrate an understanding of the elements of music by reading, singing, and/or playing an instrument.	• I can perform a D Major scale using correct posture, bowing motion and a clear sound. • I can pluck a song using D string notes with correct left hand shape and a ringing tone. • I can describe and demonstrate how to hold my instrument and pizzicato (pluck) open strings with correct finger position. • I can demonstrate a relaxed, pencil bow hold and right arm motion for my instrument. • I can demonstrate finger tunneling. • I can identify my D and A string notes & play (pizz) a song using them. • I can perform with the bow using open strings while demonstrating an appropriate bow hold, and adjusting my elbow height for different string levels. • I can perform notes using my 4th finger. • I can perform notes on the G string. • I can perform C natural and F natural. • I can perform a slur, tie, and hooked bows.

RESPOND

MP3.R.7.i: Utilize appropriate music terminology in the evaluation/reflection of music performances.	• I can summarize the characteristics of a high quality performance.

CONNECT

MP4.Cn.6.1: Explain how music relates to self, others, and the world.	• I can demonstrate my understanding of musical elements and expressive qualities in performances.

CAREER DEVELOPMENT

	• I understand employability skills and how technical knowledge and skills influence one's employability and advancement opportunities within various work settings.

UNIT 1 ASSESSMENT EVIDENCE

Performance is evaluated in terms of... Students will show their learning by...

Feedback & Scoring Rubric(s) based on Priority Standards

Indicate the name of the rubric. Link if possible. Example: "Creating Rubric"

- Performance assessment

Performance Assessment Options *May include, but are not limited to the following:*	**Artistic Process & Career Dev.** *Check all that apply:*	**Engagement for All: Differentiation Strategies/ Strategies for Access & Extension (aka- Multiple Means of Representation)** *May include, but are not limited to the following:*
Small and Large group formative assessment	☐ Creating ☑ Presenting ☐ Responding	

	☐ Connecting ☐ Career Development	
Essential Elements recordings	☐ Creating ☑ Presenting ☐ Responding ☐ Connecting ☐ Career Development	Student choice of song for assessment, independent timeline, chosen location (not in-person)
One on one playing tests	☐ Creating ☑ Presenting ☐ Responding ☐ Connecting ☐ Career Development	Adaptations for various skill levels, Student choice of song for assessment, independent timeline, chosen location (not in-person)
Self-evaluation of goals - writing about their growth toward mastery of specific goals, how their practice is influencing growth, and strategies to enhance their learning.	☐ Creating ☐ Presenting ☑ Responding ☑ Connecting ☐ Career Development	Journal writing, verbal sharing, one-on-one lesson feedback and extension

UNIT 1 LEARNING PLAN RESOURCES

How will learning be relevant, accessible & engaging?

Academic Vocabulary

Will include, but are not limited to the following...

Posture, rest position, playing position, parts of the instrument and bow, pizzicato, arco, rosin, pitch, tone, in tune/out of tune

Strategies for Varied Level Learners

Consider how the learning will be tailored & flexible to address the interests and learning styles of all students.

☑ **Vary presentation of new learning**; utilize all three modalities, visual, aural, kinesthetic	☑ **Vary assessments**; build activities that create evidence of learning that generate feedback through	☑ **Vary supports and gradual release of supports**; writing notes in, chunking new learning, stickers on keys, rehearsal of procedures for executive functioning

	self-assessment, peer assessment, teacher feedback and digital feedback	
☑ **Vary pacing,** use a learning management system to allow students to work at their own pace. Use growth as a measure of success	☑ **Vary size** of assignment, to either simplify or provide challenge, while still focusing on the standard(s) being targeted	☑ **Create Peer Partnerships/Mentors:** Peer mentors to foster a sense of belonging, verbal cues, physical assistance & other individualized support,
☑ **Vary visuals**; make music larger or bolder, utilize color coding and highlighting, remove non-essential information, practice tracking	☑ **Vary groupings** for small group instruction	☑ **Student Choice:** Implementing student choice as much as possible
☐ **Sensory:** Provide sensory safe zone for student breaks	☑ **Preview:** Engage students through previewing new material and connecting to prior learning	☑ **Extensions:** Plan extensions; challenge students by transposing to a new key, creating lyrics, explore history, theory, or context of music, composition, peer teaching/mentoring; additional opportunities for advance performance

Resources/Materials

May include, but are not limited to the following applicable software, digital tools, other tools, IRCs, teacher-created materials, career-based learning activities, etc.

Essential Elements
Supplemental music
musictheory.net
Sight Reading Factory

UNIT 2: Music Literacy: Note and Rhythm Reading

Students will become proficient in basic note and rhythm reading.

UNIT 2 DESIRED RESULTS

ESSENTIAL QUESTION: *Students will keep considering…*

➔ How does understanding the structure and context of musical works inform performance?

UNIT-SPECIFIC GUIDING QUESTIONS:

1. How can students read and understand a piece of music?
2. How does music notation relate to what we play?

UNIT PRIORITY STANDARDS & LEARNING TARGETS: *Students will know and be able to…*

CREATE

MP1.Cr.5.i: Explore rhythmic, melodic, and harmonic phrases.	• I can compose short melodies using learned notes and rhythms on the music staff. • I can create and perform rhythm patterns from speech and environmental sounds. • I can echo simple melodic and rhythmic patterns on my instrument with an extended range. • I can improvise melodic and rhythmic patterns on my instrument with an extended range.

PERFORM

MP2.P.9.1: Explore and demonstrate an understanding of the elements of music by reading, singing, and/or playing an instrument.	• I can identify my D and A string notes & play (pizz) a song using them. • I can perform with the bow using open strings while demonstrating an appropriate bow hold, and adjusting my elbow height for different string levels. • I can perform notes using my 4th finger. • I can perform notes on the G string. • I can perform C natural and F natural. • I can perform a slur, tie, and hooked bows.
MP2.P.11.i: Critique performances of self and peers.	• I can evaluate my own pitch, rhythm, and technique to identify errors and make improvements during practice.
MP2.P.14.i:	• I can match pulse and rhythm to stay together as an ensemble.

Perform as part of an ensemble.	

CONNECT

MP4.Cn.6.1: Explain how music relates to self, others, and the world.	• I can demonstrate my understanding of musical elements and expressive qualities in performances.

CAREER DEVELOPMENT

	• I understand employability skills and how technical knowledge and skills influence one's employability and advancement opportunities within various work settings.

UNIT 2 ASSESSMENT EVIDENCE

Performance is evaluated in terms of... Students will show their learning by...

Feedback & Scoring Rubric(s) based on Priority Standards

Indicate the name of the rubric. Link if possible. Example: "Creating Rubric"

- Note naming rubric

Performance Assessment Options *May include, but are not limited to the following:*	**Artistic Process & Career Dev.** *Check all that apply:*	**Engagement for All: Differentiation Strategies/ Strategies for Access & Extension (aka- Multiple Means of Representation)** *May include, but are not limited to the following:*
Note Naming Assessments within Essential Elements method book	☐ Creating ☑ Presenting ☐ Responding ☐ Connecting ☐ Career Development	Written → small group conferring → whole group debrief for verbal/written/kinestetic modalities
Musictheory.net	☑ Creating ☑ Presenting ☐ Responding	Highly customizable for student level

	☐ Connecting ☐ Career Development	
Music.school.nz	☐ Creating ☑ Presenting ☐ Responding ☐ Connecting ☐ Career Development	Students progress from level 1, 2 to 3 after demonstrating mastery customizable for each string on the instrument
Flashcards with a partner	☐ Creating ☑ Presenting ☐ Responding ☑ Connecting ☐ Career Development	Highly customizable for student level
Concert Reflection rubric	☐ Creating ☐ Presenting ☑ Responding ☑ Connecting ☐ Career Development	Listening skills, written response, verbal sharing and community building

UNIT 2 LEARNING PLAN RESOURCES

How will learning be relevant, accessible & engaging?

Academic Vocabulary

Will include, but are not limited to the following...

Staff, line, space, treble, bass, alto clef, dynamics, fermata, lift, down bow, up bow, slur, 4/4 time, tie, hooked bow, sharp, measure, bar line, natural, accent, 1st and 2nd ending, double bar, repeat sign, staccato

Strategies for Varied Level Learners

Consider how the learning will be tailored & flexible to address the interests and learning styles of all students.

☑ **Vary presentation of new learning**; utilize all three modalities, visual, aural, kinesthetic	☑ **Vary assessments**; build activities that create evidence of learning that generate feedback through	☑ **Vary supports and gradual release of supports**; writing notes in, chunking new

	self-assessment, peer assessment, teacher feedback and digital feedback	learning, stickers on keys, rehearsal of procedures for executive functioning
☑ **Vary pacing,** use a learning management system to allow students to work at their own pace. Use growth as a measure of success	☑ **Vary size** of assignment, to either simplify or provide challenge, while still focusing on the standard(s) being targeted	☑ **Create Peer Partnerships/Mentors:** Peer mentors to foster a sense of belonging, verbal cues, physical assistance & other individualized support,
☑ **Vary visuals**; make music larger or bolder, utilize color coding and highlighting, remove non-essential information, practice tracking	☑ **Vary groupings** for small group instruction	☑ **Student Choice:** Implementing student choice as much as possible
☐ **Sensory:** Provide sensory safe zone for student breaks	☐ **Preview:** Engage students through previewing new material and connecting to prior learning	☑ **Extensions:** Plan extensions; challenge students by transposing to a new key, creating lyrics, explore history, theory, or context of music, composition, peer teaching/mentoring; additional opportunities for advance performance

Resources/Materials

May include, but are not limited to the following applicable software, digital tools, other tools, IRCs, teacher-created materials, career-based learning activities, etc.

Essential Elements musictheory.net music.school.nz flashcards worksheets ensemble music

UNIT 3: Composition

Students will compose or improvise a short musical phrase.

UNIT 3 DESIRED RESULTS

ESSENTIAL QUESTION: *Students will keep considering…*

➔ How do musicians generate creative ideas?

UNIT-SPECIFIC GUIDING QUESTIONS:

1. What musical elements do I need to include when composing?
2. What is improvisation?

UNIT PRIORITY STANDARDS & LEARNING TARGETS: *Students will know and be able to…*

CREATE

MP1.Cr.5.i: Explore rhythmic, melodic, and harmonic phrases.	• I can echo simple melodic and rhythmic patterns on my instrument with an extended range. • I can compose short melodies using learned notes and rhythms on the music staff. • I can improvise melodic and rhythmic patterns on my instrument with an extended range. • I can create and perform rhythm patterns from speech and environmental sounds.

RESPOND

MP3.R.7.i: Utilize appropriate music terminology in the evaluation/reflection of music performances.	• I can summarize the characteristics of a high quality performance.

CONNECT

MP4.Cn.6.1: Explain how music relates to self, others, and the world.	• I can demonstrate my understanding of musical elements and expressive qualities in performances.

UNIT 3 ASSESSMENT EVIDENCE *Performance is evaluated in terms of... Students will show their learning by...*		
Feedback & Scoring Rubric(s) based on Priority Standards • **CREATE assessment** rubric		
Performance Assessment Options *May include, but are not limited to the following:*	**Artistic Process & Career Dev.** *Check all that apply:*	**Engagement for All: Differentiation Strategies/ Strategies for Access & Extension** **(aka- Multiple Means of Representation)** *May include, but are not limited to the following:*
Composition Assignment	☑ Creating ☑ Presenting ☑ Responding ☑ Connecting ☐ Career Development	Requirements for length and complexity of composition can be varied
Small group improvisation	☑ Creating ☐ Presenting ☐ Responding ☐ Connecting ☐ Career Development	Play alone or at the same time as a partner
Large Group improvisation during warm ups	☑ Creating ☐ Presenting ☐ Responding ☐ Connecting ☐ Career Development	

UNIT 3 LEARNING PLAN RESOURCES *How will learning be relevant, accessible & engaging?*
Academic Vocabulary *Will include, but are not limited to the following...*
Measure, key signature, time signature, double bar, note value, tie, clef, improvise, compose, composer, arranger

Strategies for Varied Level Learners

Consider how the learning will be tailored & flexible to address the interests and learning styles of all students.

☑ **Vary presentation of new learning**; utilize all three modalities, visual, aural, kinesthetic	☑ **Vary assessments**; build activities that create evidence of learning that generate feedback through self-assessment, peer assessment, teacher feedback and digital feedback	☑ **Vary supports and gradual release of supports**; writing notes in, chunking new learning, stickers on keys, rehearsal of procedures for executive functioning
☑ **Vary pacing,** use a learning management system to allow students to work at their own pace. Use growth as a measure of success	☑ **Vary size** of assignment, to either simplify or provide challenge, while still focusing on the standard(s) being targeted	☑ **Create Peer Partnerships/Mentors:** Peer mentors to foster a sense of belonging, verbal cues, physical assistance & other individualized support,
☑ **Vary visuals**; make music larger or bolder, utilize color coding and highlighting, remove non-essential information, practice tracking	☑ **Vary groupings** for small group instruction	☑ **Student Choice:** Implementing student choice as much as possible
☑ **Sensory:** Provide sensory safe zone for student breaks	☑ **Preview:** Engage students through previewing new material and connecting to prior learning	☑ **Extensions:** Plan extensions; challenge students by transposing to a new key, creating lyrics, explore history, theory, or context of music, composition, peer teaching/mentoring; additional opportunities for advance performance

Resources/Materials

May include, but are not limited to the following applicable software, digital tools, other tools, IRCs, teacher-created materials, career-based learning activities, etc.

Essential Elements, staff paper, whiteboard staffs, touchscreen TV/Smartboard

UNIT 4: Concert Cycle Preparation

Students will prepare for a public performance by applying music literacy and technical skills to learn their instrumental parts. Students will improve aspects of their performance by responding to the conductor, as well as through peer and self evaluation.

UNIT 4 DESIRED RESULTS

ESSENTIAL QUESTION: *Students will keep considering…*

- How do performers select repertoire?
- How do musicians improve the quality of their performance?
- How do we discern musical creators' and performers' expressive intent?
- How do performers interpret musical works?
- When is creative work ready to share?

UNIT-SPECIFIC GUIDING QUESTIONS:

- How do musicians improve the quality of their performance?
- How do we judge the quality of musical works and performances?
- When is creative work ready to share?

UNIT PRIORITY STANDARDS & LEARNING TARGETS: *Students will know and be able to…*

CREATE

MP1.Cr.5.i: Explore rhythmic, melodic, and harmonic phrases.	• I can echo simple melodic and rhythmic patterns on my instrument with an extended range. • I can improvise melodic and rhythmic patterns on my instrument with an extended range.

PERFORM

MP2.P.9.1: Explore and demonstrate an understanding of the elements of music by reading, singing, and/or playing an instrument.	• I can perform a D Major scale using correct posture, bowing motion and a clear sound. • I can pluck a song using D string notes with correct left hand shape and a ringing tone. • I can describe and demonstrate how to hold my instrument and pizzicato (pluck) open strings with correct finger position. • I can demonstrate finger tunneling. • I can perform with the bow using open strings while demonstrating an appropriate bow hold, and adjusting my elbow height for different string levels. • I can perform notes using my 4th finger.

	• I can perform notes on the G string. • I can perform C natural and F natural. • I can perform a slur, tie, and hooked bows.
MP2.P.11.i: Critique performances of self and peers.	• I can evaluate my own pitch, rhythm, and technique to identify errors and make improvements during practice. • I can respectfully communicate suggestions for improvement of a peer's performance.
MP2.P.14.i: Perform as part of an ensemble.	• I can match pulse and rhythm to stay together as an ensemble. • I demonstrate self-discipline by working cooperatively with peers to produce a quality musical performance. • I display appropriate etiquette for style and venue of musical performance (classical concert vs. fiddle jam session). • I demonstrate well-disciplined personal behavior during rehearsals and performance.

RESPOND

MP3.R.7.i: Utilize appropriate music terminology in the evaluation/reflection of music performances.	• I can summarize the characteristics of a high quality performance. • I can cite evidence to evaluate the quality of musical works and performances.

CONNECT

MP4.Cn.6.1: Explain how music relates to self, others, and the world.	• I can demonstrate my understanding of musical elements and expressive qualities in performances. • I can describe personal preference in music listening and group performance • I can connect my personal experiences to my musical choices. • I can demonstrate understanding of connections between music, other classes and the world around me.

CAREER DEVELOPMENT

	• I understand employability skills and how technical knowledge and skills influence one's employability and advancement opportunities within various work settings.

UNIT 4 ASSESSMENT EVIDENCE

Performance is evaluated in terms of... Students will show their learning by...

Feedback & Scoring Rubric(s) based on Priority Standards

Indicate the name of the rubric. Link if possible. Example: "Creating Rubric"

- Performance assessment
- CONNECT/RESPOND assessment Concert reflection

Performance Assessment Options *May include, but are not limited to the following:*	**Artistic Process & Career Dev.** *Check all that apply:*	**Engagement for All: Differentiation Strategies/ Strategies for Access & Extension** **(aka- Multiple Means of Representation)** *May include, but are not limited to the following:*
Playing quizzes/check ins throughout the learning process	☐ Creating ☑ Presenting ☑ Responding ☐ Connecting ☐ Career Development	Adapt music when needed
Students draw to demonstrate their interpretation of the music	☑ Creating ☐ Presenting ☑ Responding ☑ Connecting ☐ Career Development	
Student choice of performance order, with explanation for choices	☑ Creating ☐ Presenting ☑ Responding ☑ Connecting ☐ Career Development	Allow students to work in partners to generate ideas
Concert reflection after performance	☐ Creating ☐ Presenting ☑ Responding ☑ Connecting ☐ Career Development	Allow students to work in partners to generate ideas

UNIT 4 LEARNING PLAN RESOURCES

How will learning be relevant, accessible & engaging?

Academic Vocabulary

Will include, but are not limited to the following...

Performance, audience, performer and audience etiquette, ready position, conductor, composer, arranger, unison, harmony, violin 1 vs violin 2, synchronized bowing, beat pattern, baton, downbeat, fermata, cutoff, rehearsal numbers/letters, D.C. al Fine, Fine

Strategies for Varied Level Learners

Consider how the learning will be tailored & flexible to address the interests and learning styles of all students.

☑ **Vary presentation of new learning**; utilize all three modalities, visual, aural, kinesthetic	☑ **Vary assessments**; build activities that create evidence of learning that generate feedback through self-assessment, peer assessment, teacher feedback and digital feedback	☑ **Vary supports and gradual release of supports**; writing notes in, chunking new learning, stickers on keys, rehearsal of procedures for executive functioning
☑ **Vary pacing,** use a learning management system to allow students to work at their own pace. Use growth as a measure of success	☑ **Vary size** of assignment, to either simplify or provide challenge, while still focusing on the standard(s) being targeted	☑ **Create Peer Partnerships/Mentors:** Peer mentors to foster a sense of belonging, verbal cues, physical assistance & other individualized support,
☑ **Vary visuals**; make music larger or bolder, utilize color coding and highlighting, remove non-essential information, practice tracking	☑ **Vary groupings** for small group instruction	☑ **Student Choice:** Implementing student choice as much as possible
☑ **Sensory:** Provide sensory safe zone for student breaks	☑ **Preview:** Engage students through previewing new material and connecting to prior learning	☑ **Extensions:** Plan extensions; challenge students by transposing to a new key, creating lyrics, explore history, theory, or context of music, composition, peer teaching/mentoring; additional opportunities for advance performance

Resources/Materials *May include, but are not limited to the following applicable software, digital tools, other tools, IRCs, teacher-created materials, career-based learning activities, etc.*
Essential Elements, concert repertoire, teacher created warm-ups and related activities, recording ourselves for reflection throughout the learning process, performances of other ensembles,