

6-8 ORCHESTRA Curricular Document

6-8 Orchestra Information	
CURRICULUM/CONTENT AREA	COURSE LENGTH
Music/ORCHESTRA	Year-long
GRADE LEVEL	DATE LAST REVIEWED
6-8	Music Comprehensive Program Evaluation, June 2025
PREREQUISITE(s) <i>if applicable</i>	BOARD APPROVAL DATE
N/A	February 2026
PRIMARY RESOURCEs <i>if applicable</i>	
Essential Elements for Strings, Books 1-3 American String Teacher Association (ASTA) String Curriculum	

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Course Desired Results

COURSE DESCRIPTION

This performance-based course empowers students to develop their musical voice through creating, performing, responding to, and connecting with orchestral music. Students build essential skills in music theory, history, and performance within both large and small ensemble settings. Emphasizing creativity, musical literacy, and collaboration, this course fosters a lifelong appreciation of music and meaningful connections to culture, and community.



MUSIC STANDARDS

	CREATE	Students will generate, develop and refine artist work.	
	PERFORM	Students will analyze, develop and convey meaning through presentation of artistic work.	•
	RESPOND	Students will critically interpret intent and meaning in order to evaluate artistic work.	•
	CONNECT	Students will relate prior knowledge and personal experience with music to cultural and historical context.	

ENDURING UNDERSTANDINGS

Students will understand that....

CREATING

- 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.

ESSENTIAL QUESTIONS

Students will keep considering....

- 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?

PERFORMING • 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 do performers select repertoire? • How does understanding the structure and context of musical works inform performance? • How do performers interpret musical works? • How do musicians improve the quality of their performance? • How do context and the manner in which musical work is presented influence audience response?
RESPONDING • 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?
CONNECTING • 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
<i>Priority Standard Performance Indicator</i>	MP1.Cr.1.e: <u>Discover</u> musical ideas through simple rhythm and melodic patterns.	MP1.Cr.5.i: <u>Explore</u> rhythmic, melodic, and harmonic phrases.	MP1.Cr.9.m: <u>Develop</u> musical compositions for voices or instruments.	MP1.Cr.13.h: <u>Design</u> and <u>develop</u> 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 decode rhythms using the appropriate counting syllables for various durations to create my own compositions.
- I can use music notation software to create compositions.
- I can apply dynamics, articulations, and expressive markings to add interest to my composition.

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
<i>Priority Standard Performance Indicator</i>	MP2.P.1.e: <u>Explore</u> and <u>identify</u> the meaning of a song through its text by singing and/or playing an instrument.	MP2.P.9.1: <u>Explore</u> and <u>demonstrate</u> an understanding of the elements of music by reading, singing, and/or playing an instrument.	MP2.P.17.m: <u>Rehearse</u> and <u>demonstrate</u> 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 <u>Rehearse</u> and <u>demonstrate</u> the ability to sing and/or play expressively, on pitch, in rhythm, and with proper technique and maintaining a steady beat.

PERFORM Learning Targets:

- I can perform a song using the correct finger patterns for the key of D Major, G Major, and C Major.
- I can perform using the correct finger patterns for D natural minor, in tune and with a good left-hand position.
- I can perform using the correct finger patterns for G natural minor, in tune and with a good left-hand position.
- I can accurately perform eighth note rhythms with eighth note rests.
- I can perform left hand extensions/finger patterns using a balanced and relaxed left arm position.
- I can perform backward extensions on the A, D, and G strings without excessive tension in the hand or thumb.
- I can perform dotted quarter - eighth note rhythms with clarity, using the correct counts, and maintaining a steady pulse.
- I can perform eighth note and sixteenth note rhythm patterns with accuracy and a steady pulse.
- I can demonstrate a sense of meter while playing rhythm patterns in compound meter (6/8 time signature).

- I can perform syncopated rhythm patterns with clarity and a steady pulse.
- I can perform rhythm patterns in mixed meters with clarity while maintaining a steady pulse.
- I can perform eighth note triplet patterns with steady pulse, and correct sense of meter, metric organization, and phrasing.
- Students perform simple rhythm patterns in cut time (2/2), with steady pulse/beat, and correct sense of meter, metric organization, and phrasing.

	K-3	3-5	6-8	9-12
<i>Priority Standard Performance Indicator</i>			MP2.P.18.m <u>Perform</u> using expressive qualities and techniques.	MP2.P.26.h <u>Perform</u> using expressive qualities and techniques with the composer's intent.

PERFORM Learning Targets:

- I can adjust my bow weight, speed or placement to perform with different dynamics (forte, piano, etc).
- I can evaluate and demonstrate multiple ways of performing a single melody.
- I apply knowledge of performance practice to selected repertoire (era-specific articulations).
- I perform articulations corresponding to developing-level right-hand technical skills—staccato, hooked bowings, slurs, and accented bowing.

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

PERFORM Learning Targets:

- I can identify errors in my own recordings and develop a list of possible strategies to use in my own practice.
- I can collaborate with my section and ensemble to develop strategies for improving intonation, rhythm, and technique.
- I can reflect on my progress and adjust my approach to achieve greater technical accuracy and musical expression.
- I can apply feedback and practice strategies to overcome difficult passages in my music.

	K-3	3-5	6-8	9-12
<i>Priority Standard Performance Indicator</i>	MP2.P.6.e: <u>Perform</u> in a classroom setting.	MP2.P.14.i: <u>Perform</u> as part of an ensemble.	MP2.P.22.m: <u>Perform</u> collaboratively as part of an ensemble, <u>demonstrating</u> well developed ensemble skills.	MP2.P.30.h: <u>Demonstrate</u> well-developed ensemble skills while working collaboratively with other performers and the conductor in a rehearsal and performance.

PERFORM Learning Targets:

- I can perform various tempos with a steady pulse.
- I can adjust pitch within the ensemble.
- I can demonstrate understanding of appropriate balance of the melody and accompanying lines.
- I can imitate rhythm patterns at slow, medium, and fast tempos following a conductor.
- I can match bow usage to my section/ensemble

	K-3	3-5	6-8	9-12
<i>Priority Standard Performance Indicator</i>			MP2.P.23.m <u>Perform</u> solos and in small ensembles, <u>contributing</u> performance ideas collaboratively to enhance the performance.	MP2.P.31.h: <u>Perform</u> solos and in small ensembles, interacting with peers <u>employing</u> performance techniques which enhance the performance.

PERFORM Learning Targets:

- I can perform a solo with confidence, demonstrating control of my tone, intonation, and expressive techniques.
- I can give and receive constructive feedback to refine my performance and support my peers.
- I can correctly identify tonality (including key signature) and perform repertoire through three sharps and three flats.
- I can correctly identify interval labels (numbers only).
- I can correctly identify musical forms: Theme and Variations, Rondo, and Minuet and Trio.

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
<i>Priority Standard Performance Indicator</i>	MP2.R.3.e: <u>Utilize</u> music terminology in the <u>analysis and evaluation</u> of musical performances, recordings, and compositions.	MP3.R.7.i: <u>Utilize</u> appropriate music terminology in the <u>evaluation/reflection</u> of music performances.	MP3.R.11.m: <u>Evaluate</u> and <u>critique</u> musical performances, recordings, and compositions using appropriate music terminology and technology.	MP3.R.16.h: <u>Analyze</u> , <u>critique</u> , and <u>evaluate</u> musical performances, recordings, and compositions using appropriate music terminology, theory, and technology.

RESPOND Learning Targets:

- I can evaluate individual and group performances using established criteria.
- I can identify errors in my own recordings and develop a list of possible strategies to use in my own practice.
- I can use technology, such as recording and playback tools, to assess and refine my performance.
- I can provide constructive feedback to my peers using appropriate musical vocabulary and respect.

- I can reflect on feedback from others and use it to improve my playing and musicianship.

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
<i>Priority Standard Performance Indicator</i>	MP4.Cn.2.e: <u>Express</u> how music relates to self and others.	MP4.Cn.6.1: <u>Explain</u> how music relates to self, others, and the world.	MP4.Cn.10.m: <u>Explain</u> how music relates to self, others, and the world using grade- appropriate music vocabulary.	MP4.Cn.14.h: <u>Explain</u> the relationship between performer and audience using grade- appropriate music vocabulary.

CONNECT Learning Targets:

- I can listen and respond to music from a wide range of genres in a culturally authentic manner.
- I can identify, describe, and compare distinguishing characteristics of composers and styles from selected repertoire.
- I can convey music's impact on me as a musician.

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/Present	x	x	x	x
Respond	x	x	x	x
Connect	x	x	x	x
Career		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 <i>students will learn about</i>	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 Health Sciences/Wellness • Music Therapist • Psychoacoustician 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: ☐ CAREER BASED LEARNING OPPORTUNITIES ☐

UNIT 1: Orchestral Foundations and Ensemble Building

In this unit, students will develop their musical literacy and establish effective habits needed to be a successful string player.

UNIT 1 DESIRED RESULTS

ESSENTIAL QUESTION: *Students will keep considering...*

- How do we judge the quality of musical works and performances?
- How do musicians make meaningful connections to creating, performing, and responding?
- How does understanding the structure and context of musical works inform performance?

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

CREATE

MP1.Cr.9.m:

Develop musical compositions for voices or instruments

- I can compose short melodies using learned notes and rhythms on the music staff
- I can decode rhythms using the appropriate counting syllables for various durations to create my own compositions

PERFORM/PRESENT

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.

- I can perform a song using the correct finger patterns for the key of D Major, G Major, and C Major
- I can perform using the correct finger patterns for D natural minor, in tune and with a good left-hand position
- I can perform using the correct finger patterns for G natural minor, in tune and with a good left-hand position
- I can accurately perform eighth note rhythms with eighth note rests
- I can perform left hand extensions/finger patterns using a balanced and relaxed left arm position
- I can perform backward extensions on the A, D, and G strings without excessive tension in the hand or thumb
- I can perform dotted quarter - eighth note rhythms with clarity, using the correct counts, and maintaining a steady pulse
- I can perform eighth note and sixteenth note rhythm patterns with accuracy and a steady pulse

MP2.P.18.m

Perform using expressive qualities and techniques.

- I can adjust my bow weight, speed or placement to perform with different dynamics (forte, piano, etc)

MP2.P.19.m <i>Discuss your own ideas and feedback of others to <u>develop</u> strategies to address technical challenges.</i>	• I can collaborate with my section and ensemble to develop strategies for improving intonation, rhythm, and technique • I can reflect on my progress and adjust my approach to achieve greater technical accuracy and musical expression • I can apply feedback and practice strategies to overcome difficult passages in my music
MP2.P.23.m <i>Perform solos and in small ensembles, <u>contributing</u> performance ideas collaboratively to enhance the performance.</i>	• I can correctly identify tonality (including key signature) and perform repertoire through three sharps and three flats • I can correctly identify interval labels (numbers only)

RESPOND

MP3.R.11.m: <i>Evaluate and critique musical performances, recordings, and compositions using appropriate music terminology and technology.</i>	• I can identify errors in my own recordings and develop a list of possible strategies to use in my own practice • I can use technology, such as recording and playback tools, to assess and refine my performance
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CONNECT

MP4.Cn.10.m: <i>Explain how music relates to self, others, and the world using grade- appropriate music vocabulary.</i>	• I can convey music's impact on me as a musician
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CAREER DEVELOPMENT

Not applicable in this unit	
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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"

- Posture evaluation
- Peer Evaluation - scale challenges [{LINK}](#)
- Self-evaluation - practice plan [{LINK PROMPT}](#)
- Essential Elements Interactive - SoundCheck/comparable digital feedback tool

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:

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

Summative Learning Target recordings - using EEi (SoundCheck), students record a video of the selected song from their Book's Learning Targets document for submission and teacher feedback.

- ☐ Creating
- ☒ Presenting
- ☒ Responding
- ☐ Connecting
- ☐ Career Development

Student choice, independent timeline, chosen location (not in-person)

UNIT 1 LEARNING PLAN RESOURCES

How will learning be relevant, accessible & engaging?

Academic Vocabulary

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

ensemble	major scale	minor scale	diatonic	accidental	key signature	time signature	common time	repeat
dynamics	crescendo	diminuendo	harmony	melody	balance point	posture	measure	staff
feedback	chord	pentatonic	whole-step	half-step	quarter note	note duration	beat	clef sign
			whole note	stem	note-head	rests		meter
							eightth note	half note

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
<i>May include, but are not limited to the following applicable software, digital tools, other tools, IRCs, teacher-created materials, career-based learning activities, etc.</i>
• Posture evaluation • Peer Evaluation - scale challenges {LINK} • Self-evaluation - practice plan {LINK PROMPT}

UNIT 2: Concert Preparation - Concert Cycle #1

In this unit, students will prepare for their first performance by building ensemble skills, utilizing music literacy skills to learn their instrumental parts, applying music vocabulary to inform expression and performance quality, responding to conductor, peer and self evaluation to improve aspects of the performance, and ultimately, perform for an audience.

UNIT 2 DESIRED RESULTS

ESSENTIAL QUESTION: *Students will keep considering...*

- How do musicians generate creative ideas?
- How do performers interpret musical works?
- How do we discern musical creators' and performers' expressive intent?

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

CREATE

MP1.Cr.9.m:

Develop musical compositions for voices or instruments

- I can decode rhythms using the appropriate counting syllables for various durations to create my own compositions
- I can apply dynamics, articulations, and expressive markings to add interest to my composition

PERFORM/PRESENT

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.

- I can perform a song using the correct finger patterns for the key of D Major, G Major, and C Major
- I can perform using the correct finger patterns for D natural minor, in tune and with a good left-hand position
- I can accurately perform eighth note rhythms with eighth note rests
- I can perform left hand extensions/finger patterns using a balanced and relaxed left arm position
- I can perform dotted quarter - eighth note rhythms with clarity, using the correct counts, and maintaining a steady pulse
- I can perform eighth note and sixteenth note rhythm patterns with accuracy and a steady pulse
- I can perform syncopated rhythm patterns with clarity and a steady pulse
- I can perform rhythm patterns in mixed meters with clarity while maintaining a steady pulse

MP2.P.18.m

Perform using expressive qualities and techniques.

- I can adjust my bow weight, speed or placement to perform with different dynamics (forte, piano, etc)
- I can evaluate and demonstrate multiple ways of performing a single melody
- I apply knowledge of performance practice to selected repertoire (era-specific articulations)

MP2.P.19.m <i>Discuss your own ideas and feedback of others to <u>develop</u> strategies to address technical challenges.</i>	• I can collaborate with my section and ensemble to develop strategies for improving intonation, rhythm, and technique • I can reflect on my progress and adjust my approach to achieve greater technical accuracy and musical expression • I can apply feedback and practice strategies to overcome difficult passages in my music
MP2.P.22.m: <i>Perform collaboratively as part of an ensemble, <u>demonstrating</u> well developed ensemble skills.</i>	• I can perform various tempos with a steady pulse • I can adjust pitch within my ensemble • I can match bow usage to my section/ensemble
MP2.P.23.m <i>Perform solos and in small ensembles, <u>contributing</u> performance ideas collaboratively to enhance the performance.</i>	• I can correctly identify musical forms: Theme and Variations, Rondo, and Minuet and Trio
RESPOND	
MP3.R.11.m: <i>Evaluate and critique musical performances, recordings, and compositions using appropriate music terminology and technology.</i>	• I can evaluate individual and group performances using established criteria • I can identify errors in my own recordings and develop a list of possible strategies to use in my own practice • I can reflect on feedback from others and use it to improve my playing and musicianship
CONNECT	
MP4.Cn.10.m: <i>Explain how music relates to self, others, and the world using grade-appropriate music vocabulary.</i>	• I can listen and respond to music from a wide range of genres in a culturally authentic manner • I can identify, describe, and compare distinguishing characteristics of composers and styles from selected repertoire • I can convey music's impact on me as a musician

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"

- Concert Self-Evaluation and reflection [LINK](#)

Performance Assessment Options <i>May include, but are not limited to the following:</i>	Artistic Process & Career Dev. <i>Check all that apply:</i>	Engagement for All: Differentiation Strategies/ Strategies for Access & Extension (aka-Multiple Means of Representation) <i>May include, but are not limited to the following:</i>
Concert #1 Performance	☒ Creating ☒ Presenting ☒ Responding ☒ Connecting ☐ Career Development	Differentiation of performance expectations set based on individual student ability/IEP goals as needed
Recording Reflection - journal prompt	☒ Creating ☐ Presenting ☒ Responding ☒ Connecting ☐ Career Development	Written → small group conferring → whole group debrief for verbal/written/kinesthetic modalities
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...

articulation balance timbre meter texture intervals barline marcato accent glissando harmonic
extended techniques

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 Interactive - SoundCheck, peer-evaluations, journal entries and podcasts/performances to respond to.

UNIT 3: Solo and Ensemble

In this unit, students will select and prepare a solo and/or small ensemble from the WSMA music list, to be performed for an audience which may include the local solo and ensemble festival. Students receive written comments and ratings from a teacher and/or a certified adjudicator.

UNIT 3 DESIRED RESULTS

ESSENTIAL QUESTION: *Students will keep considering...*

- When is creative work ready to share?
- How do individuals choose music to experience?
- How do musicians improve the quality of their performance?
- 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?

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

CREATE

Not applicable to this unit

PERFORM/PRESENT

MP2.P.18.m
Perform using expressive qualities and techniques.

- I can adjust my bow weight, speed or placement to perform with different dynamics (forte, piano, etc)
- I apply knowledge of performance practice to selected repertoire (era-specific articulations)

MP2.P.19.m
Discuss your own ideas and feedback of others to develop strategies to address technical challenges.

- I can identify errors in my own recordings and develop a list of possible strategies to use in my own practice
- I can reflect on my progress and adjust my approach to achieve greater technical accuracy and musical expression
- I can apply feedback and practice strategies to overcome difficult passages in my music

MP2.P.23.m
Perform solos and in small ensembles, contributing

- I can perform a solo with confidence, demonstrating control of my tone, intonation, and expressive techniques
- I can give and receive constructive feedback to refine my performance and support my peers

performance ideas collaboratively to enhance the performance.	
RESPOND	
MP3.R.11.m: <i>Evaluate and critique musical performances, recordings, and compositions using appropriate music terminology and technology.</i>	• I can evaluate individual and group performances using established criteria • I can provide constructive feedback to my peers using appropriate musical vocabulary and respect • I can reflect on feedback from others and use it to improve my playing and musicianship
CONNECT	
MP4.Cn.10.m: <i>Explain how music relates to self, others, and the world using grade-appropriate music vocabulary.</i>	• I can identify, describe, and compare distinguishing characteristics of composers and styles from selected repertoire • I can convey music's impact on me as a musician

UNIT 3 ASSESSMENT EVIDENCE <i>Performance is evaluated in terms of... Students will show their learning by...</i>		
Feedback & Scoring Rubric(s) based on Priority Standards <i>Indicate the name of the rubric. Link if possible. Example: "Creating Rubric"</i> • Solo project packet		
Performance Assessment Options <i>May include, but are not limited to the following:</i>	Artistic Process & Career Dev. <i>Check all that apply:</i>	Engagement for All: Differentiation Strategies/ Strategies for Access & Extension (aka- Multiple Means of Representation) <i>May include, but are not limited to the following:</i>
Rhythm worksheet	☒ Creating ☒ Presenting ☐ Responding ☐ Connecting ☐ Career Development	Clapping and counting, writing rhythms, whiteboard assessments for rhythm marking, book work, audio examples and rhythm dictation practice

Rhythm Assessment	☐ Creating ☒ Presenting ☐ Responding ☒ Connecting ☐ Career Development	Kinesthetic and verbal execution of skills
LH Worksheet	☐ Creating ☒ Presenting ☒ Responding ☐ Connecting ☐ Career Development	Visual application of kinesthetic skill
LH Assessment	☐ Creating ☒ Presenting ☐ Responding ☐ Connecting ☐ Career Development	Kinesthetic and theoretical cross-application
Expression Worksheet	☒ Creating ☒ Presenting ☒ Responding ☒ Connecting ☐ Career Development	Creative lens, drawn or written ideas shared, connect via story or doodle/image
Introduction Template	☒ Creating ☒ Presenting ☐ Responding ☐ Connecting ☐ Career Development	Tool for making public speaking more accessible (visual aid, planning tool)
Performance Rubric	☐ Creating ☒ Presenting ☐ Responding ☐ Connecting ☐ Career Development	WSMA rubric, aligned to standards and same format used at District Festival

UNIT 3 LEARNING PLAN RESOURCES

How will learning be relevant, accessible & engaging?

Academic Vocabulary

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

staccato legato tenuto slurs phrasing syncopation motif finger pattern rubric composer historical period

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.

Solo packets of song choices, peer-evaluations, formal student presentations.

WSMA Music Lists for District and State Festivals

Solo and Ensemble Sheet Music

WSMA Fees

WSMA Rubrics and Forms

UNIT 4: Concert Preparation - Concert Cycle #2

In this unit, students will prepare for their second performance by refining their ensemble skills, utilizing music literacy skills to learn their instrumental parts, applying music vocabulary to inform expression and performance quality, responding to conductor, peer and self evaluation to improve aspects of the performance, and ultimately, perform for an audience.

UNIT 4 DESIRED RESULTS

ESSENTIAL QUESTION: *Students will keep considering...*

- How do musicians generate creative ideas?
- How do performers interpret musical works?
- How do we discern musical creators' and performers' expressive intent?

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

CREATE

MP1.Cr.9.m:

Develop musical compositions for voices or instruments

- I can use music notation software to create compositions

PERFORM/PRESENT

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.

- I can demonstrate a sense of meter while playing rhythm patterns in compound meter (6/8 time signature)
- I can perform syncopated rhythm patterns with clarity and a steady pulse
- I can perform rhythm patterns in mixed meters with clarity while maintaining a steady pulse
- I can perform eighth note triplet patterns with steady pulse, and correct sense of meter, metric organization, and phrasing
- I can perform simple rhythm patterns in cut time (2/2), with steady pulse/beat, and correct sense of meter, metric organization, and phrasing

MP2.P.18.m

Perform using expressive qualities and techniques.

- I can adjust my bow weight, speed or placement to perform with different dynamics (forte, piano, etc)
- I perform articulations corresponding to developing-level right-hand technical skills—staccato, hooked bowings, slurs, and accented bowing

MP2.P.19.m

Discuss your own ideas and

- I can collaborate with my section and ensemble to develop strategies for improving intonation, rhythm, and technique

feedback of others to <u>develop</u> strategies to address technical challenges.	
MP2.P22.m: <u>Perform</u> collaboratively as part of an ensemble, <u>demonstrating</u> well developed ensemble skills.	• I can demonstrate understanding of appropriate balance of the melody and accompanying lines • I can match bow usage to my section/ensemble
RESPOND	
MP3.R.11.m: <u>Evaluate</u> and <u>critique</u> musical performances, recordings, and compositions using appropriate music terminology and technology.	• I can evaluate individual and group performances using established criteria • I can use technology, such as recording and playback tools, to assess and refine my performance • I can reflect on feedback from others and use it to improve my playing and musicianship
CONNECT	
MP4.Cn.10.m: <u>Explain</u> how music relates to self, others, and the world using grade-appropriate music vocabulary.	• I can listen and respond to music from a wide range of genres in a culturally authentic manner • I can convey music's impact on me as a musician

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"

- [Concert Self-Evaluation and Reflection](#) rubric

Performance Assessment Options <i>May include, but are not limited to the following:</i>	Artistic Process & Career Dev. <i>Check all that apply:</i>	Engagement for All: Differentiation Strategies/ Strategies for Access & Extension (aka- Multiple Means of Representation) <i>May include, but are not limited to the following:</i>
Self-evaluation (formal)	☐ Creating ☐ Presenting ☒ Responding ☒ Connecting ☒ Career Development	Written reflections (journals, paper rubrics)
Ensemble evaluation (formal/infr.)	☐ Creating ☐ Presenting ☒ Responding ☒ Connecting ☐ Career Development	Group discussions to brainstorm/reflect
Score Marking Check: A formative check to see if students have marked their parts with bowings, dynamics, and phrasing discussed in rehearsal.	☐ Creating ☐ Presenting ☒ Responding ☒ Connecting ☒ Career Development	Debrief (verbal) work as an ensemble
Concert #2 Performance	☒ Creating ☒ Presenting ☒ Responding ☒ Connecting ☐ Career Development	Differentiation of performance expectations set based on individual student ability/IEP goals as needed

UNIT 4 LEARNING PLAN RESOURCES

How will learning be relevant, accessible & engaging?

Academic Vocabulary

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

accelerando

tutti

solì

divisi

intonation

timbre

natural minor

relative major and minor

ritardando

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

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