

Music Curriculum Maps CANYONS SCHOOL DISTRICT

Curriculum Mapping Purpose

Canyons School District's curriculum maps are teacher created, standards-based maps driven by the Utah Core Standards and implement using materials adopted by the Canyons Board of Education. Student achievement is increased when both teachers and students know where they are going, why they are going there, and what is required of them to get there.

Curriculum Maps are a Tool for:

- **ALIGNMENT:** Provides support and coordination between concepts, skills, standards, curriculum, and assessments,
- **COMMUNICATION:** Articulates expectations and learning goals for students,
- **PLANNING:** Focuses instructional decisions and targets critical information for instructional tasks,
- **COLLABORATION:** Promotes professionalism and fosters dialogue between colleagues about best practices pertaining to sequencing, unit emphasis and length, integration, and review strategies.

These maps were collaboratively developed and refined by teachers with guidance by the Instructional Supports Department. It is with much appreciation that we recognize the many educators that collaborated in the effort to provide these maps for use in Canyons School District. Specific individuals that have assisted in the writing and editing of this document include:

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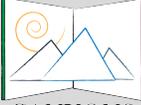
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Canyons School District Academic Framework to Support Effective Instruction

Multi-Tiered System of Supports (MTSS) for Academics and Behavior

RTI Multi-Tiered System of Support	(1) Providing high quality core instruction (and intervention) matched to students' needs	(2) using data over time (i.e. rate of learning, level of performance, fidelity of implementation)	(3) to make important educational decisions.
 Student Achievement Principles	<ul style="list-style-type: none"> All CSD students and educators are part of ONE proactive educational system. Evidence-based instruction and interventions are aligned with rigorous content standards. 	<ul style="list-style-type: none"> Data are used to guide instructional decisions, and allocate resources. CSD educators use assessments that are reliable, valid, and connected to standards 	<ul style="list-style-type: none"> CSD educators problem solve collaboratively to meet student needs.
	<ul style="list-style-type: none"> Culture centers around building positive relationships, setting high expectations, and committing to every student's success. Ongoing, targeted, quality professional development and coaching supports effective instruction for ALL students. Leadership at all levels is vital. 		

Core Expectations for ALL Teachers in the Classrooms and Common Areas

Standards for Instruction	Evidence-based Instructional Priorities	Time Allocation for Instruction	Teacher Learning Data	Student Performance Data	Collaborative Problem Solving for Improvement
Standards clarify what we want students to learn and do.	Planning, instruction, and assessment techniques to increase student engagement and achievement.	School culture ensures that instructional time is maximized to increase student growth.	Teacher learning and professional growth fostered through public practice and ongoing feedback.	Student academic and behavioral performance is assessed using a variety of reliable and valid methods.	Use data to problem solve and make decisions
Curriculum maps with common pacing guides	Classroom Positive Behavioral Interventions and Supports (PBIS)	Master schedule takes into consideration the learning needs of the student population.	Annual setting of goals and documentation of progress (e.g. CSIP, LANDTrust, CTESS)	Assessment practices:	Problem solving process: identify, analyze, plan, and evaluate
Instructional content aligned with the Utah Core Standards	Explicit Instruction (I, We, Y'all, You)	Scheduling is ensured for:	Supporting teacher growth	<ul style="list-style-type: none"> Inform instruction Provide feedback about learning to students, parents, and teachers Build student efficacy Monitor student achievement and behavioral growth Celebrate teaching and learning successes 	Early warning system for identification of risk (academic, behavior, and attendance)
Scientifically research-based programs	Instructional Hierarchy: Acquisition, Automaticity, Application (AAA)	<ul style="list-style-type: none"> Intervention and skill-based instruction Special Education services English Language Development (ELD) 	Formalized protocols and checklists to monitor and support implementation	<ul style="list-style-type: none"> Monitor student achievement and behavioral growth Celebrate teaching and learning successes 	Timely and consistent review of relevant data by teams (e.g. BLT, IPLC, CST):
Standards-based grades and report cards	Systematic Vocabulary Development	Classroom instructional time is prioritized for instruction of standards	Public practice applications:	Assessment Types:	<ul style="list-style-type: none"> Evaluate effectiveness of academic and behavior instruction for all groups of students using valid and reliable data (student and teacher data) Determine needs for academic and behavior intervention
Cognitive Rigor (Depth of Knowledge – DOK)	Maximizing Opportunities to Respond (OTR)	Individual and team planning time is used to intentionally increase the application of evidence-based instructional priorities and standards for instruction	<ul style="list-style-type: none"> Coaching cycles with peer coaches, teacher specialists, achievement coach, and/or new teacher coach Instructional Professional Learning Communities (IPLCs) Learning walkthroughs and targeted observations Lesson Study Video Analysis 	<ul style="list-style-type: none"> Classroom Assessing Teams and Schoolwide Assessment Districtwide Standards-based Benchmarks Comprehensive Assessments Screening Assessments (DIBELS, SRI, SMI) Specialized Assessments (WIDA, IDEA, eligibility assessment, Phonics surveys) 	
International Society for Technology in Education Standards (ISTE)	Feedback Cycle				
School-wide Positive Behavioral Interventions and Supports (PBIS)	Scaffolded Instruction & Grouping (SIG) Structures				
World-class Instructional Design and Assessment (WIDA)					
Federal and state requirements (IEP, 504, ELs)					

Public Practice and Coaching Supports

INSTRUCTIONAL PRIORITIES

Techniques to Increase Student Achievement and Engagement

Classroom Positive Interventions & Supports (PBIS)

Effect Size: .52

Explicit Instruction (I do, We do, Y'all Do, You do)

Effect Size: .57

Instructional Hierarchy (Acquisition, Automaticity, Application)

Effect Size: .57

Systematic Vocabulary Development

Effect Size: .67

Maximizing Opportunities to Respond (OTR)

Effect Size: .60

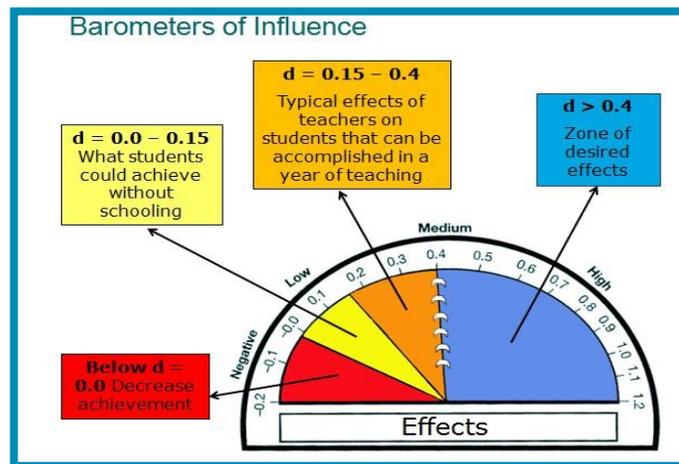
Feedback Cycle

Effect Size: .75

Scaffolded Instruction & Grouping

Effect Size: .49

Our time with students is limited and valuable. Every minute we spend with them should be spent using the practices that are most likely to be successful. This requires us to shift our perspective from looking at instructional practices that work to looking at what instructional practices work BEST.



Works Best?

Meta-analysis offer the strongest evidence base for determining what works best. "A Meta-analysis is a summary, or synthesis of relevant research findings. It looks at all of the individual studies done on a particular topic and summarizes them." (Marzano, 2000). A meta-analysis is simply, a study of studies. Meta-analysis explain the results across studies examined using effect size (ES). Average effects for instruction is 0.20 to 0.40 growth per year (Hattie, 2009). Thus the hinge point for determining what works best is 0.40. Instructional practices above the 0.40 have a high likelihood of increasing learning than those practices below the hinge-point (Hattie, 2009).



INSTRUCTIONAL PRIORITIES

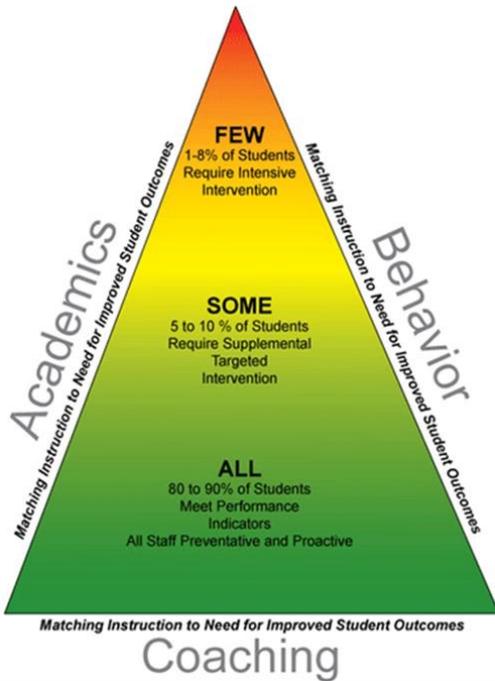
Techniques to increase Student Achievement and Engagement.

Overview

Priority	Critical Actions for Educators
Classroom Positive Behavioral Interventions and Supports (PBIS)	<ul style="list-style-type: none"> *Clearly identify behavior expectations and explicitly teach them to your students. *Implement reinforcement system for appropriate behavior and routinely evaluate the system for effectiveness. *Recognize students for positive behavior. *Systematically correct problem behaviors.
Explicit Instruction (I do, We do, Y'all do, You do)	<ul style="list-style-type: none"> *Give clear, straightforward, and unequivocal directions. *Explain, demonstrate and model. Introduce skills in a specific and logical order. Support this sequence of instruction in your lesson plans. *Break skills down into manageable steps. Review frequently. *Demonstrate the skills for students and give opportunity to practice skills independently.
Instructional Hierarchy: Acquisition, Automaticity, then Application (AAA)	<ul style="list-style-type: none"> *Explicitly teach a skill to students by explaining, demonstrating, and modeling. *Build the skill through practice and use, to gain automaticity. *Provide students with multiple opportunities to apply the skill.
Systematic Vocabulary Development	<ul style="list-style-type: none"> *Explicitly teach critical vocabulary before students are expected to use it in context. *Teach students to say, define, and use critical vocabulary in discreet steps. *Explicitly teach common academic vocabulary across all content areas.
Maximizing Opportunities to Respond (OTR)	<ul style="list-style-type: none"> *Actively engage ALL students in learning; students are active when they are saying, writing, or doing. *Pace instruction to allow for frequent student responses. *Call on a wide variety of students throughout each period.
Feedback Cycle	<ul style="list-style-type: none"> *Provide timely prompts that indicate when students have done something correctly or incorrectly. *Give students the opportunity to use the feedback to continue their learning process. *End feedback with the student performing the skill correctly and receiving positive acknowledgement.
Scaffolded Instruction and Grouping Structures	<ul style="list-style-type: none"> *Present information at various levels of difficulty. *Use data to identify needs and create small groups to target specific skills. *Frequently analyze current data and move students within groups depending on their changing needs.

CLASSROOM PBIS

Effect Size: 0.52



Critical Actions for Educators

- *Clearly identify behavior expectations and explicitly teach them to students.
- *Implement reinforcement system for appropriate behavior and routinely evaluate the system for effectiveness.
- *Recognize students for positive behavior.
- *Systematically correct problem behaviors.

The heart of classroom management is developing routines and environments that promote student success through the active teaching of positive social behaviors.

A well-implemented positive classroom management system will:

- Increase positive behavior in students.
- Help students feel more positive towards their teacher, administrator and school.
- Help students feel safer in school.
- Increase time for academic instruction and decrease teacher time spent correcting problem behaviors.

PBIS, or Positive Behavioral Interventions and Supports, is an evidence-based system that helps define the key components of a well-managed classroom. The key components include:

- Clearly establishing student rules
- Explicitly teaching rules
- Reinforcing positive behaviors and correcting negative behaviors
- Creating a supportive classroom



CLASSROOM PBIS

Effect Size: 0.52

Key Component	Definition
<p>Clearly Establishing Student Rules</p>	<ul style="list-style-type: none"> • Select 3-5 positively stated & easily remembered rules that align with the school wide rules in your building. <ul style="list-style-type: none"> • The school's rules might be: Be Safe, Be Kind, Be Responsible. It is appropriate to adopt these same rules for your classroom, and add one or two additional rules that fit the needs of your setting if necessary. It is important to explicitly describe what these rules look like in your classroom. • Publicly post rules in the classroom in a prominent location. • Determine which routines are needed for your classroom (a routine is a set of skills explicitly taught to students to help them be successful with following the rules). Examples may include: <ul style="list-style-type: none"> • Walking in the hallway • Classroom exit • Starting and ending class • Sharpening pencils • Going to the restroom • Transitioning from one activity to the next • Technology use in the classroom
<p>Explicitly Teaching Rules</p>	<ul style="list-style-type: none"> • Explicitly teach classroom rules and routines to students. <ul style="list-style-type: none"> • Define and model positive examples and non-examples of what the rules look like in your classroom. • Have students model and practice performing the desired behaviors. • Provide positive feedback and corrective feedback as needed during practice of the desired behaviors. • Review and practice the rules with students throughout the school year. <ul style="list-style-type: none"> • Rules should be reviewed more comprehensively at the beginning of each year, after significant breaks in the school schedule (e.g. Thanksgiving, Christmas, Spring), and as needed. • Example Routine <ul style="list-style-type: none"> • Classroom exit: Describe and model the routine to your students, have students practice lining up, and going back to their seats. Make sure that 100% of students demonstrate the behavior correctly. This may require you to practice several times while providing positive and corrective feedback.

CLASSROOM PBIS

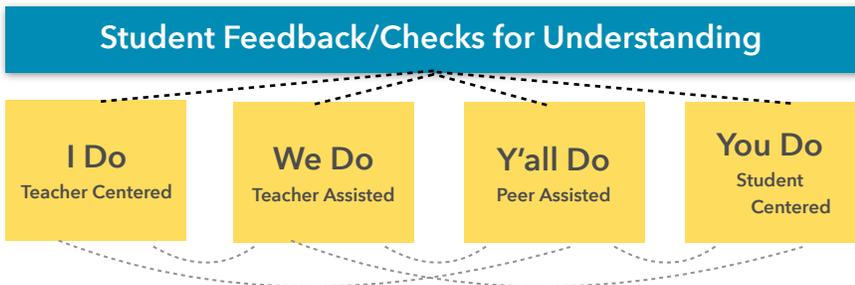
Effect Size: 0.52

Key Component	Definition
<p>Reinforcing Positive Behaviors and Correcting Negative Behaviors</p>	<ul style="list-style-type: none"> • It is important to publicly recognize positive behavior, while individually providing corrective feedback when needed. Students should be monitored closely while in the classroom and feedback should be given often. Public positive statements often prompt other students to exhibit the desired behavior. <ul style="list-style-type: none"> • Example: "I really like the way Sarah is waiting for instructions. She has her materials ready, and she's sitting quietly at her desk." • When correcting negative behavior, provide a precision request to students (whole group) to describe desired behavior. Based on student response, provide positive feedback to the group. If undesired behaviors continue follow-up with a statement of the desired behavior directed to the target student in a private manner as needed. Give the student an opportunity to comply and perform the behavior correctly, and then reward the student with positive feedback. <ul style="list-style-type: none"> • Example: "I need everyone to be in their seats, have materials ready, and wait quietly for instructions." Teacher observes Sarah talking during the transition, so he/she approaches Sarah quietly. "Sarah, the rule in our class is to wait quietly for instructions. I need you to show me how you sit quietly for instructions." While Sarah is performing the desired behavior, you might say, "Sarah, I appreciate how you are waiting quietly. Great job."
<p>Creating a Supportive Classroom</p>	<p>Creating a safe and respectful learning environment allows students to feel supported while learning. It is necessary for teachers to find opportunities to establish positive connections with all students. A teacher's daily interactions influence the students' perception of safety and sense of trust. Considerations for creating a supportive classroom include:</p> <ul style="list-style-type: none"> • Make personal connections with students • Help students feel like they belong • Establish clear classroom norms to demonstrate respect for others • Create consistent rules, routines, and arrangements (fosters predictability) • Weave positive feedback into daily interactions with students and parents • Be available for students (e.g. to ask questions, seek guidance) • Actively listen • Set a positive tone for learning and problem solving • Be aware of your personal emotions, assumptions, and biases and how they may impact your interactions with students

EXPLICIT INSTRUCTION

Effect Size: 0.57

Explicit instruction is a systematic method of teaching with emphasis on; proceeding in small steps, checking for student understanding, and achieving active and successful participation by all students.



The model is generally characterized with the following components: I Do, We Do, Y'all Do, and You Do. Teachers use student feedback to determine how to progress through the model. For instance, if students are in the “We Do” phase, and the teacher has determined that students aren’t understanding, they should move back to the “I Do” phase to provide more examples.

Explicit Instruction	
I Do (Modeling)	Demonstrate & Describe Use Think-Alouds Involve Students
We Do (Guided Practice)	Heavily Scaffolded with Prompts <ul style="list-style-type: none"> • Tell them what to do. • Ask them what to do. • Remind them what to do. Continual Checks for Understanding
Y'all Do (Group Practice)	Practice Skill in Small Groups/Partners Continual Checks for Understanding Use Precision Partnering
You Do (Individual Practice)	Monitored Individual Practice Show Mastery of Skill

Critical Actions for Educators

- *Give clear, straightforward, and unequivocal directions.
- *Explain, demonstrate and model. Introduce skills in a specific and logical order. Support this sequence of instruction in your lesson plans.
- *Break skills down into manageable steps. Review frequently.
- *Demonstrate the skills for students and then give the opportunity to practice skills independently.
- * I do, We Do, Y'all Do, You Do.



INSTRUCTIONAL HIERARCHY

Effect Size: 0.57

Critical Actions for Educators

- *Explicitly teach a skill to students by explaining, demonstrating, and modeling.
- *Build the skill through practice and use, to gain automaticity.
- *Provide students with multiple opportunities to apply the skill.

Learners follow predictable stages. To begin, the learner is usually halting and uncertain as she tries to use a new skill. With feedback and a lot of practice, the learner becomes increasingly accurate, then automatic (fluent), and confident in using the skill.

Acquisition, automaticity, and application are progressive stages of the instructional hierarchy. Each stage requires its own set of pedagogical approaches and assessment strategies.

The learning stages, along with the goal of each phase and the teacher and student actions present in each stage are listed in the table below.



Accurate at Skill

- If no, teach skill.
- If yes, move to automaticity.



Automatic at Skill

- If no, teach automaticity.
- If yes, move to application.



Able to Apply Skill

- If no, teach application.
- If yes, move to higher level/concept or repeat cycle with new knowledge.

INSTRUCTIONAL HIERARCHY

Effect Size: 0.57

Learning Stage	Goal	Teacher and Student Actions
<p>Acquisition</p> <ul style="list-style-type: none"> • First learning stage • Teacher feedback to increase accuracy • Typically associated with DOK 1 	<p>The student can perform the skill accurately with little adult support.</p> <p>If goal met proceed to automaticity stage; if not teach skill.</p>	<ul style="list-style-type: none"> • Teacher actively demonstrates target skill • Teacher uses 'think-aloud' strategy-- especially for thinking skills that are otherwise covert • Student has models of correct performance to consult as needed (e.g., correctly completed math problems on board) • Student gets feedback about correct performance • Student receives praise, encouragement for effort • Students take notes, outlines, points
<p>Automaticity</p> <ul style="list-style-type: none"> • Builds habits and fluent skills through repetition and deliberate practice with timely and descriptive feedback • Typically associated with DOK 2 	<p>The student has learned skill well enough to retain, to combine with other skills, and is as fluent as peers.</p> <p>If observed proceed to application; if not continue or move back to acquisition.</p>	<ul style="list-style-type: none"> • Teacher structures learning activities to give student opportunity for active (observable) responding • Student has frequent opportunities to drill (direct repetition of target skill) and practice (blending target skill with other skills to solve problems) • Student gets feedback on fluency and accuracy of performance • Student receives praise, encouragement for increased fluency
<p>Application</p> <ul style="list-style-type: none"> • Applying knowledge or skills to relevant application • Typically associated with DOK 3 & 4 	<p>The student uses the skill across situations and settings solving real life problems.</p> <p>If observed, move to new skills and knowledge or move to a higher level concept; if no observed try again or go back to building automaticity</p>	<ul style="list-style-type: none"> • Teacher structures academic tasks to require that the student use the target skill regularly in assignments. • Student receives encouragement, praise for using skill in new settings, situations • Teacher works with parents to identify tasks that the student can do outside of school to practice target skill • Teacher helps student to articulate the 'big ideas' or core element(s) of target skill that the student can modify to face novel tasks, situations • Encourage student to set own goals for adapting skill to new and challenging situations.

EXPLICIT VOCABULARY

Effect Size: 0.57

Explicit vocabulary instruction is clear, concise vocabulary instruction presenting the meaning and contextual examples of a word through multiple exposures. It is not the traditional procedure of having students copy a list of words, looking up words, copying definitions, or memorizing definitions.

Systematic vocabulary instruction increases reading comprehension, allows for greater access to content material, increases growth in vocabulary knowledge, and supports struggling readers.

Effective vocabulary/academic language instruction comes down to:

- Connection: Connect the new word to what the student knows, which helps to build the “semantic network” in the brain.
- Use: Academic speaking and writing is constructed as we apply it, not by simply memorizing.

Teacher should explicitly teach words that are:

- Based on essential concepts
- Unknown
- Critical to the future
- Difficult to obtain independently (or through context)

Critical Actions for Educators

- *Explicitly teach critical vocabulary before students are expected to use it in context.
- *Teach students to say, define, and use critical vocabulary in discreet steps.
- *Explicitly teach common academic vocabulary across all content areas.



Basic Instructional Protocol

- | | |
|--|---|
| 1. Introduce the Word | 5. Check students’ understanding |
| 2. Provide Student Friendly Definition of the Word | 6. Deepen students’ understanding |
| 3. Identify Word Parts, Families, and Origin | 7. Check students’ understanding |
| 4. Illustrate word with Examples | 8. Review & Coach Use (possible extensions) |

OPPORTUNITIES TO RESPOND

Effect Size: 0.57

Critical Actions for Educators

- *Actively engage ALL students in learning; students are active of they are saying, writing, or doing.
- *Pace instruction to allow for frequent student responses.
- *Call on a wide variety of students throughout each period.



Maximizing the opportunities to respond in a classroom increases students engagements. Engagement allows for positive interactions between teacher and student, creates opportunities for teachers to provide authentic feedback on learning, and decreases inappropriate student behavior.

Students are engaged through opportunities to respond when they are saying, writing, or doing (Feldman). When tied to learning objectives, these opportunities give the teacher and students feedback on their learning and understanding.

Engagement opportunities can be focused on an individual student or a group of students. Each of these approaches has different purposes. The teacher may choose to use a group OTR to minimize the risk the student feels in responding and to increase engagement for all students. Through group OTRs, students not only receive feedback from the teacher, but their peers as well as they hear and see other student responses. When seeking individual student understanding, teacher may choose to use individual OTRs.

Opportunities to respond can be verbal or non-verbal. Verbal responses help students to summarize and share their thoughts with others while non-verbal responses can increase writing skills or give students the opportunity to move around the room.

Structured Non-Verbal	Structured Verbal	Structured Writing	Structured Reading
<ul style="list-style-type: none"> • Cold Calling (Teacher Chosen) • Cold Calling (Random) • Choral Response • Think Pair Share • Precision Partner • Small Group Discussion 	<ul style="list-style-type: none"> • Hand Signals • Point at Something • 4 Corners • Response Cards • White Boards • Student Response System 	<ul style="list-style-type: none"> • Note-Taking: Cloze, Cornell • Graphic Organizer • Sentence Starter/ Quick Write • White Boards • Summarizing • Technology 	<ul style="list-style-type: none"> • Partner Reading w/ Comprehension Strategy • Choral Reading • Cloze Reading Guide • Model Reading Strategies • Task for each Reading Segment

FEEDBACK

BETWEEN TEACHERS & STUDENTS

Effect Size: 0.75

Feedback lets the learner know whether or not a task was performed correctly, and how it might be improved. Feedback is most effective when it is clear, purposeful, compatible with prior knowledge, immediate, and non-threatening.

Feedback from Students:

Educational research indicates that feedback is one of the most powerful drivers of student achievement. John Hattie’s synthesis of the overall effect size of feedback is very high (ES = .75). He states that feedback from students as to what they understand, when they are not engaged, where they make errors, and when they have misconceptions helps make student learning visible to the teacher.

Feedback to Students:

Positive academic and behavioral feedback, or teacher praise has been statistically correlated with student on-task behavior (Apter, Arnold & Stinson, 2010) and has strong empirical support for both increasing academic and behavioral performance and decreasing problem behaviors (Gable, Hester, Rock & Hughes, 2009). With regard to reprimands and corrective feedback, there is a continued assertion that teachers maintain a ratio of praise to correction at 3:1 or 4:1 (Gable, Hester, Rock, & Hughes, 2009; Stichter, Lewis, & Wittaker, 2009).

Feedback Types:

Critical Actions for Educators

- *Provide timely prompts that indicate when students have done something correctly or incorrectly.
- *Give students the opportunity to use the feedback to continue their learning process.
- *End feedback with the student performing the skill correctly and receiving positive acknowledgement.

Type	Description	Example	Non-Example
Positive	Teacher indicates that a target academic or social behavior is correct.	"Correct! 7 X 4 is 28"	"Johnny, pick up your pencil off the floor please
Corrective	Teacher indicates that a behavior is incorrect.	"That's not quite right, let me give you another clue . . ."	"Try harder on your math worksheet; I know you can do better."
Harsh	Teacher shows frustration or is critical of the student.	I can't believe you still can't figure this out!	"Let me give you another clue . . ."
Neutral	Teacher redirects the student or describes what she would like the student to do.	"Johnny, turn to page 4 and start reading."	"Nice work! You really showed justification for your reasons."

FEEDBACK CYCLE

Effect Size: 0.75

	Example	Non-Example
Corrective Sequence	<ul style="list-style-type: none"> • Teacher provides an opportunity to respond • Student responds incorrectly • Teacher indicates that the response was not correct and provides an opportunity for correction • Student gives correct response • Teacher affirms that response was correct 	<ul style="list-style-type: none"> • Teacher provides an opportunity to respond • Student responds incorrectly • Teacher indicates that the response was not correct but does not provide an opportunity for the student to answer correctly
Expansive Sequence	<ul style="list-style-type: none"> • Teacher provides an opportunity to respond • Student response is a partial response or could be expanded into a higher quality response • Teacher affirms response and provides guidance for expansion/refinement • Student revises or elaborates upon previous response • Teacher acknowledges response as an improvement. 	<ul style="list-style-type: none"> • Teacher provides an opportunity to respond • Student response is a partial response or could be expanded into a higher quality response • Teacher affirms response but does not provide guidance for expansion/refinement
Challenge Sequence	<ul style="list-style-type: none"> • Teacher provides and opportunity to respond • Student response is fully correct • Teacher affirms student response and asks a more difficult question on the same topic as a follow up • Student answers • Teacher responds with positive or corrective feedback 	<ul style="list-style-type: none"> • Teacher provides and opportunity to respond • Student response is fully correct • Teacher affirms student response but does not ask a more difficult question on the same topic as a follow up

SCAFFOLDING & GROUPING

Effect Size: 0.57

Scaffolding is a process in which students are given support until they can apply new skills and strategies independently (Rosenshine & Meister, 1992). When students are learning new or challenging task, they are given more assistance. As they begin to demonstrate task mastery, the assistance or support is decreased gradually in order to shift the responsibility for learning from the teacher to the students. Thus, as the students assume more responsibility for learning, the teacher provides less support.

Structure of the Scaffolded Classroom:

The organization of the scaffolded classroom includes whole group, small group (skill-based or station teaching), partners, and independent work. The scaffolding supports that will be put in place for diverse learners should include interventions for striving and accelerated learners. When using small groups, identify the groups as skill-based or station teaching. Skill-based groups are organized homogeneously based upon the needs of students. Station teaching groups are organized heterogeneously to create diverse groups.

Critical Actions for Educators

- *Present information at various levels of difficulty.
- *Use data to identify needs and create small groups to target specific skills.
- *Frequently analyze current data and move students within groups depending on their changing needs.

Types of Scaffolds

Scaffold	Ways to use Scaffolds in an Instructional Setting
Advance Organizers	Tools used to introduce new content and tasks to help student learn about the topic: Venn diagrams to compare and contrast information; flow charts to illustrate processes; organizational charts to illustrate hierarchies; outlines that represent content; mnemonics to assist recall; statements to situate the task or content; rubrics that provide task expectations.
Checklists	Prepare a list of items required, things to be done, or points to be considered, used as a reminder as the student proceeds through the learning task.
Collaborative Grouping	Having students work in partners or small groups with students who can support/model students who may struggle with content.
Concept and Mind Maps	Maps that show relationships: Partially or completed maps for students to complete; students create their own maps based on their current knowledge of the task or concept.
Cue Cards	Prepared cards given to individual groups of students to assist in their discussion about a particular topic or content area: Vocabulary words to prepare for exams; content-specific stem sentences to complete; formula to associate with a problem; concepts to define.
Examples	Samples, specimens, illustrations, problems, modeling: Real objects; illustrative problems used to represent something. Demonstrate and model how to do something, giving an example of what it should look like.
Explanations	More detailed information to move students along on a task or in their thinking of a concept: Written instructions for a task; verbal explanation of how a process works.

Scaffold	Ways to use Scaffolds in an Instructional Setting
Handouts	Prepared handouts that contain task and content-related information, but with less detail and room for student note taking.
Images and Multimedia	Providing an image or other graphic representation, such as a video, that represents the word(s)/concept(s) being taught in conjunction with the explicit vocabulary routine can help to support students in learning new vocabulary and concepts. Images help provide a non-linguistic representation and allow students to recall the term more readily. This technique can be used with any Reading Street Vocabulary (Amazing Words, Story/Lesson Vocabulary), Math Vocabulary, or Content Vocabulary or concepts.
Manipulatives	Manipulatives, such as markers, toothpicks, blocks, or coins, are used to support hands-on learning and provide concrete models to help students solve problems and develop concepts. The students can manipulate the items to increase their understanding and come to accurate conclusions. May also include virtual manipulatives.
Pair-Share	Pose a problem, students have time to think about it individually, and then they work in pairs to solve the problem and share their ideas with the class. Providing think time increase the quality of the response.
Precision Partnering	Strategically appointed partners with assigned roles.
Previewing Text	Before reading a text, preview the text by providing students with an overview/synopsis of the text. This will allow students to know what to expect when they are reading and give them background knowledge to help them understand the text.
Prompts	A physical or verbal cue to remind—to aid in recall of prior or assumed knowledge. Physical: Body movements such as pointing, nodding the head, eye blinking, foot tapping. Verbal: Words, statements and questions such as "Go," "Stop," "It's right there," "Tell me now," "What toolbar menu item would you press to insert an image?" "Tell me why the character acted that way."
Question Cards	<i>Prepared cards with content and task-specific questions</i> given to individuals or groups of students to ask each other pertinent questions about a particular topic or content area.
Question Stems	<i>Incomplete sentences which students complete:</i> Encourages deep thinking by using higher order "What if" questions.
Realia	Anytime the real object, concept, or phenomena can be presented with the actual object helps to support learners in acquiring new ideas and concepts. For example, when teaching about the three types of rocks, having examples of those types for students to see and touch can help them to make deeper connections.
Rubrics	A rubric is an easily applicable form of authentic assessment. A rubric simply lists a set of criteria, which defines and describes the important components of the work being planned or evaluated.
Sentence Frames	<i>Sentence frames provide an opportunity for students to use key vocabulary while providing a structure</i> that may be higher than what they could produce on their own. For example, if students are to compare two ocean creatures, they might say something like "Whales have lungs, but fish have gills." In the preceding sentence, the simple frame is "_____ have _____, but _____ have _____." Note the sentence can be filled in with any content; this differs from closed sentences that often have only a few possibilities.
Setting & Reviewing Objectives	<i>Providing students with a purpose and intended outcome</i> will help students to know what to focus their attention on and what they should be learning. Having student self-assess their progress towards the objectives at the end of the lesson will provide the teacher with information on their current levels of understanding.
Socratic Seminar	The purpose of a Socratic Seminar is to achieve a deeper understanding about the ideas and values in a text. In the Seminar, participants systematically question and examine issues and principles related to a particular content, and articulate different points-of-view. The group conversation assists participants in constructing meaning through disciplined analysis, interpretation, listening, and participation. Prepare several questions in advance in addition to questions that students may bring to class. Questions should lead participants into the core ideas and values and to the use of the text in their answers. Questions must be open-ended, reflect genuine curiosity, and have no "one-right answer."
Stories	<i>Stories relate complex and abstract material to situations more familiar with students:</i> Recite stories to inspire and motivate learners.
Student Work Exemplars	<i>Providing students with example student work samples can provide models for students to use to support their development of the skill.</i> For example, an anchor paper for a writing assignment of how a sample student responded to the assignment previously will provide an example of what the assignment looks like.
Visual Scaffolds	Pointing to call attention to an object; representational gestures (holding cured hands apart to illustrate roundness; moving rigid hands diagonally upward to illustrate steps or process), diagrams such as charts and graphs; methods of highlighting visual information.

Webb's Depth of Knowledge (DOK)

Webb's Depth of Knowledge (DOK) provides a vocabulary and a frame of reference that connects the type of thinking with the complexity of the task. Using DOK levels offers a common language to understand "rigor," or cognitive demand, in assessments, as well as curricular units, lessons, and tasks. Consequently, teachers need to develop the ability to design questions, tasks and classroom assessments for a greater range of cognitive demand. Most often a scaffolded support is needed to help students organize or break down information. All learners K-12 should experience a variety of DOK levels.

Depth of Knowledge Generalizations:

If there is one correct answer, it is most likely a DOK 1 or DOK 2.

- DOK 1: Either you know it or you don't
- DOK 2: Make connections with known information

If there is more than one answer, requiring supporting evidence, it is a DOK 3 or DOK 4.

- DOK 3: Interpret implied information, provide supporting evidence and reasoning. Explain not just HOW but WHY for each step and decision made
- DOK 4: Includes all of DOK 3 and the use of multiple sources/data/ texts

DOK Level 1: Recall & Reproduction	
Students are to recall or reproduce knowledge and /or skills. Content involves working with facts, terms, details and calculations. Level 1 items have a correct answer with nothing to reason or figure out.	
Teacher Role	Student Role
Questions to direct or focus attention, shows, tells, demonstrates, provides examples, examines, leads, breaks down, defines	Recognizes, responds, remembers, memorizes, restates, absorbs, describes, demonstrates, follows directions, applies routine processes, definitions, and procedures
Possible Task and Products	
<ul style="list-style-type: none"> • Fill in the blank • Quiz • Calculate, compute • Oral reading fluency • Decoding words • Write complete sentences • Document with highlighting/ citing/ annotating sources • Locate and recall quotes • Recite math facts, poems etc. 	<ul style="list-style-type: none"> • Write a list of key words about . . . • Memorize lines • Complete basic calculation tasks (e.g., add, subtract, divide, multiply) • Complete measurement tasks using rulers or thermometers • Read for fact/details or plot • Locate or retrieve information in verbatim form to answer a question
Potential Questions	
Can you recall _____?	Can you select _____?
When did _____ happen?	How would you write _____?
Who was _____?	What might you include on a list about _____?
How can you recognize _____?	Who discovered _____?
What is _____?	What is the formula for _____?
How can you find the meaning of _____?	Can you identify _____?

Hess, 2013. Adapted from A Guide for Using Webb's Depth of Knowledge with Common Core State Standards

Webb's Depth of Knowledge (DOK)

DOK Level 2: Skill/Concept	
Includes the engagement of mental processing beyond recalling, reproducing or locating an answer. This level generally requires students to compare and contrast, cause and effect, classify, or sort items into meaningful categories, describe or explain relationships, provide examples and non-examples.	
Teacher Role	Student Role
Provides questions to differentiate, infer, or check conceptual understanding, models, organizes,/reorganizes, explores, possible options or connections, provides, examples and non-examples	Solves routine problems/tasks involving multiple decisions points and concepts, constructs models to show relationships, demonstrates use of conceptual knowledge, compiles and organizes, illustrates with examples or models and examines.
Possible Tasks and Products	
<ul style="list-style-type: none"> • Timeline • Number line • Graphic organizer • Science logs • Concept Maps • Captioned Story Board 	<ul style="list-style-type: none"> • Write a summary • Explain a series of steps used to find a solution • Sequence of events using a graphic organizer • Explain the meaning of a concept using words, objects and/or visuals • Complex calculations involving decision points • Conduct, collect, and organize data
Potential Questions:	
What other way could you solve/find out ___? What is your prediction and why? How would you organize ___ to show ___? Can you explain how ___ affected ___? How would you apply what you learned to develop ___? How would you compare ___ and contrast ___? How would you classify?	What facts are relevant to show ___? How or why would we use ___? What examples or non-examples can we find? What is the relationship between ___ and ___? How would you summarize? How are ___ alike and different? What do you notice about ___? How would you estimate ___?

Webb's Depth of Knowledge (DOK)

DOK Level 3: Strategic Thinking and Reasoning	
<p>Stating reasons and providing relevant supporting evidence are key markers of DOK 3 tasks. The expectation established for tasks at this level require an in-depth integration of conceptual knowledge and multiple skills to reach a solution or produce a final product. DOK 3 tasks focus on in-depth understanding of one text, one data set, one investigation, or one key source.</p>	
Teacher Roles	Student Role
<p>Questions to probe reasoning and underlying thinking, asks open-ended questions, acts as a resource and coach, provides criteria and examples for making judgments and supporting claims. Encourages multiple approaches and solutions and determines when in depth exploration is appropriate.</p>	<p>Uncovers and selects relevant and credible supporting evidence for analyses, critiques, debates, claims and judgments, plans, initiates questions, disputes, argues, tests ideas/solutions, sustains inquiry into topics or deeper problems, applies to the real world.</p>
Possible Tasks and Products:	
<ul style="list-style-type: none"> • Complex graph • Analyze survey results • Multiple paragraph essay or short story • Fact-based argument • Chart and draw conclusions about data sets • Investigation • Drawing conclusions from text or data sets • Generalize from a set of evidence or data • Justification of the solution to a problem • Debate from a given perspective 	<ul style="list-style-type: none"> • Use a Venn Diagram that shows how two topics from the same source are the same and different • Design a questionnaire to gather information • Survey classmates/industry members to find out what they think about a particular topics • Make a flow chart to show the critical stages. • Participate in a discussion that represents different viewpoints • Write a opinion essay • Convince others with evidence • Solve non-routine problems • Interpret information from a complex graph
Potential Questions	
<p>How is ___ related to ___?</p> <p>What are the possible flaws in ___ ?</p> <p>What is the theme/lesson-learned ___?</p> <p>How would the moral change if ___?</p> <p>What underlying bias is there ___?</p> <p>What inferences will these facts support___?</p> <p>How does the author create tension/suspense___?</p> <p>What is the author’s reasoning for___?</p>	<p>How can you prove that your solution is reasonable?</p> <p>What evidence can you find to support___ ?</p> <p>What ideas justify ___?</p> <p>What conclusions can you draw?</p> <p>What information can you draw on to support your reason for ___?</p> <p>How would you ___ to create a different ___?</p> <p>What is the best answer and why?</p> <p>Can you elaborate on your reason and give examples?</p>

Webb's Depth of Knowledge (DOK)

DOK Level 4: Extended Thinking	
<p>Stating reasons and providing relevant supporting evidence are key markers of DOK 4 tasks. The expectation established for tasks at this level require an in-depth integration of conceptual knowledge and multiple skills to reach a solution or produce a final product. DOK 4 tasks focus on in-depth understanding of multiple texts, multiple data sets, multiple investigations, or multiple key sources.</p>	
Teacher Roles	Student Role
<p>Questions extend thinking and broaden perspectives; facilitates teaming, collaboration and self-evaluation of students.</p>	<p>Designs, takes risks, researches synthesizing multiple sources, collaborates, plans, organizes, modifies, creates concrete tangible products.</p>
Possible Tasks and Products:	
<ul style="list-style-type: none"> • Presentation—using diverse media formats • Research report synthesizing multiple sources • Essay (informational, narrative or opinion) using multiple sources • Multiple data sources synthesized to develop original graphs • Assessment based on application of the content knowledge 	<ul style="list-style-type: none"> • Applying information from more than one discipline to solve non-routine problems in novel or real-world situations. • Tasks that require making multiple strategic and procedural decisions as new information is processed • Tasks that require multiple roles and collaboration with others. (peer revision, editing of a script) • Tasks that draw evidence from multiple sources to support solutions/conclusions
Potential Questions—all require multiple sources for evidence	
<p>What evidence would you cite to defend the actions of ____?</p> <p>How would you evaluate this author over time?</p> <p>Can you predict the potential benefits and drawbacks of this given situation?</p> <p>What information would you use to support a differing perspective?</p>	<p>What changes would you make to solve or address this major issue/problem _____?</p> <p>Can you propose an alternate solution?</p> <p>Do you agree with the actions, outcomes, or decisions?</p> <p>How would you prove or disprove?</p> <p>Can you assess the value or importance of?</p>



HESS COGNITIVE RIGOR MATRIX (FINE ARTS CRM):

Applying (Hess' Interpretation of) DOK to Artistic Practices



Artistic Practice	DOK Level 1 Recall & Reproduction Having the knowledge required; do not need to "figure it out"	DOK Level 2 Connect or Apply Skills & Concepts Making connections among skills/concepts or decisions (e.g., about approach, tools)	DOK Level 3 Strategic Thinking/Abstract Reasoning Complex & Abstract; Exploring multiple solution paths; Justifying <i>with evidence</i>	DOK Level 4 Extended Thinking Relating/developing complex ideas using multi-sources <i>and evidence</i>
Perceiving, Performing, & Responding	<ul style="list-style-type: none"> Identify/ describe ways art represents what people see, hear, feel, believe Recall/ describe a variety of instruments, forms, symbols, rhythms, conventions of music Describe how artists/ dancers might represent... Identify/ describe narrative conventions depicted in the arts 	<ul style="list-style-type: none"> Show relationships between (dance, music, film, etc.) and other arts forms Make observations or compare similarities/ differences: styles, forms, techniques, etc. Explain possible reasons for selecting tools, medium, elements, principles, images, etc. Select a familiar artistic work to perform Explain the artist's central message 	<ul style="list-style-type: none"> Analyze/find evidence of how a combination of elements or principles are used to achieve a desired effect Analyze narrative art work, using supporting evidence to interpret setting, characters, action, conflict, etc. Develop personal response to or interpretation of a work of art 	<ul style="list-style-type: none"> Analyze more than one performance or product (same composer, time period, theme, etc.) drawing from multiple source materials for the analyses (e.g., different treatments of same theme) Perform an "old" idea in a new way
Historical, Social, & Cultural Contexts	<ul style="list-style-type: none"> Describe processes used by artists to select/create ideas, images that reflect history, culture, tradition, etc. Identify ways symbols and metaphors are used to represent universal ideas Locate symbols that represent... Identify/ describe characteristics and origins of dance/art/music genres 	<ul style="list-style-type: none"> Draw inferences about social, historical, or cultural contexts portrayed in art/music/dance/theatre/film Explain or compare how different art forms communicate culture, time period, issues Compare similarities/ differences in processes, methods, styles due to influences of time period/politics/culture Explain/trace the evolution of arts forms across time periods 	<ul style="list-style-type: none"> Analyze how historical/cultural context is applied to develop theme in a performance or product Plan artworks based on historical, social, political, or cultural theme, concept, or representative style Apply problem solving strategies used among the arts, humanities, and sciences to solve visual "problems" 	<ul style="list-style-type: none"> Integrate or juxtapose <i>multiple (historical, cultural) contexts drawn from source materials</i> (e.g., literature, music, historical events, media) with intent to develop a complex/multifaceted performance or product and personal viewpoint
Creative Expression, Exploration, & Production	<ul style="list-style-type: none"> Explore ideas and techniques by manipulating media, materials, tools for different effects (e.g., how color, rhythm, or camera angles create various moods) Demonstrate a variety of movements, methods, techniques Locate/compile examples illustrating different approaches (e.g., camera angles; use of white space) 	<ul style="list-style-type: none"> Select/use tools for specific artistic purposes Develop a study of _____ by combining elements, aesthetic principles, and/or forms, etc. Use/apply choreographic forms to communicate ideas, feelings, concepts Improvise simple rhythmic variations Create examples or models that represent the same topic, concept, idea, etc. 	<ul style="list-style-type: none"> Combine elements of (dance, art, music) to create _____ that conveys an intended point of view/specific idea, mood, or theme Create/compose for a specific purpose, using appropriate processes, tools, techniques Create narrative art work depicting setting, characters, action, conflict, etc. Research a given style and develop personal interpretation of it 	<ul style="list-style-type: none"> Apply <i>multiple sets of criteria</i> to develop and present a complex /multifaceted performance or product (e.g., consistent application of awareness of space, physical discipline, concentration, and projection from rehearsals to performance; development of portfolio showing evolution of ideas/personal style)
Aesthetics, Criticism, Reflection	<ul style="list-style-type: none"> Recognize or describe choreographic forms, elements of art or music, principles of design, etc. when presented in isolation Describe criteria used for executing technical or artistic quality 	<ul style="list-style-type: none"> Explain ways in which artistic choices (choreographic forms, etc.) might affect performance or audience response Critique examples and non-examples of a given technique, style, etc. 	<ul style="list-style-type: none"> Defend the selection of criteria and evidence used to critique the quality or develop a performance or product (e.g., compose a melody, perform improvisation, direct a scene, solve a visual "problem") 	<ul style="list-style-type: none"> Formulate/ use <i>multiple sets of criteria</i> and evidence to critique a complex /multi-faceted performance or final product Compile and defend exemplars chosen to depict a theme or style

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Depth of Knowledge

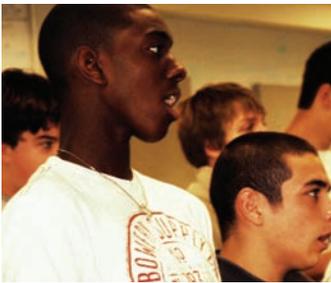
Descriptors,
Examples, and
Question Stems for
Increasing Depth
of Knowledge
in the Classroom



Based on development of DOK by
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Depth of Knowledge

An overview:

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One of the requirements of *No Child Left Behind* is that states develop high quality standards and rigorous tests to assess those standards. Officials at the Missouri Department of Elementary and Secondary Education chose to use an alignment method developed by Norman Webb called *Depth of Knowledge* (DOK) to determine whether or not our standards are being accurately and rigorously assessed by the MAP and End-Of-Course exams. Items on these tests are used to measure student mastery of the *Grade Level Expectations* (GLEs) and *Course-Level Expectations* (CLEs) in each assessed content area. Thus, each GLE/CLE can be assigned a DOK level, which defines the level of complexity necessary to adequately demonstrate the knowledge or skill described in the GLE/CLE.

The Depth of Knowledge indicators are broken down into four levels. All of these levels define stratified categories of cognitive processing – in other words, how students think.

- At DOK 1, students are able to give rote responses to questions because they have memorized the answer. For example, listing the birth and death dates of composers or choreographers or identifying famous works of art simply entails drawing upon known information. This level is summarized as **RECALL**.

- At DOK 2, students most often compare and contrast information, categorize items, make connections, and demonstrate conceptual knowledge. This level is summarized as **CONCEPT** or **SKILL**.

- At DOK 3, students begin to make decisions about ways to solve problems. No longer is a rote response satisfactory. Students should come up with creative solutions that draw upon previous knowledge and require application of learning in a new context. This level is summarized as **STRATEGIC THINKING**.

- At DOK 4, students analyze the results of experiments, draw upon multiple sources to formulate creative solutions, and investigate unique and challenging problems that require complex understanding. This level is summarized as **EXTENDED THINKING**.

It was not Webb's intent to assess the level of skill development that is so critical to arts learning. In fact, Webb categorizes any skill as DOK 2, irrespective of the difficulty of the task. Much of what students of the arts do can be adequately addressed by DOK. For example, when students write a research paper on art history or on the life of a composer, the level of complexity can be easily ascertained. However, applying DOK levels becomes tricky when a student is performing a complex dance, singing an intricate solo, performing and integrating the multiple facets of acting, or

creating original artwork. These types of performance events are at the core of arts learning, and any reduction in opportunities to engage in these critical activities diminishes the value of the arts for student learning.

It is clear how to apply DOK levels to written work, even in the arts. Our challenge in the arts is to identify activities and behaviors that appropriately demonstrate higher levels of thinking through performance or production of fine art. For example, music students can demonstrate understanding of the concept of rhythm by either (1) writing the counting under a

rhythmic pattern, or (2) accurately performing that rhythm. The first task clearly requires an understanding of the concept of rhythm, but the second goes a step further by demanding performance of that rhythm, a skill that necessitates decoding of the rhythmic pattern combined with technical knowledge and the physical response related to either singing or instrumental performance. Both methods communicate understanding of the concept, but the second values the actual performance, and is in fact a better indicator of mastery. In theatre, students can write a comprehensive study of a play as a

completely valid measure of understanding (DOK 4). But if the intent is to utilize higher order thinking skills, draw upon multiple resources over time, and come up with a new and creative solution to understanding the underlying themes and messages of the work, would not an inspired performance of a monologue from the play also give the artist-performer a valid vehicle for demonstrating understanding? The goal is to value the performance or production of art as a meaningful indicator of deep understanding and thinking.

The aim of encouraging students to engage in higher levels of cognitive processing can be accomplished in many ways. There is no better way to “spark” higher order thinking than through the arts. Rather than reducing the time students spend in the arts, schools should embrace the arts as a way to nurture creative problem-solving skills that are so critical to success in today’s workplace. On the pages that follow, teachers, administrators, parents, and students can learn ways to use dance, visual art, music, and theatre to demonstrate complex reasoning in the classroom through the performance or production of fine art.

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Depth of Knowledge
DOK

Level 3: Strategic Reasoning

◆ Focus is on need for reasoning and planning in order to respond (e.g., write an essay, apply in new/novel situation); **complex and abstract** thinking is required; often need to provide support for reasoning or conclusions drawn; more than one “correct” response or approach is often possible.

Level 4: Extended Reasoning

◆ Requires complex reasoning, planning, and thinking generally over extended periods of time for the investigation or to complete the multiple steps of the assessment item. Students may be asked to relate concepts within the content area and among other content areas or to real-world applications in new situations.

Level 2: Skill/Conceptual Understanding

◆ Focus is on **applying skills** (in a familiar/typical situation) and **concepts, relationships** (compare, cause-effect), main ideas – requires deeper knowledge than definition; explaining how or why; making decisions – estimating, interpreting in order to respond; one right answer.

Level 1: Recall

◆ Focus is on specific **facts, definitions, details**, or using **routine procedures** (measure, divide, follow recipe, etc.); explaining “that...” can be “difficult” without requiring “deep” content knowledge to respond to item (memorize a complex theory without being able to explain its meaning or apply it to a real work situation); a combination of level ones do not = level 2; one right answer.

Poster Created by Pam Lowe.
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DOK Poster



Music



Making the simple complicated is commonplace; making the complicated simple, awesomely simple, that's creativity.

~ Charles Mingus

DOK 1 Students at DOK 1 are able to recall facts, terms, musical symbols, and basic musical concepts, and to identify specific information contained in music (e.g., pitch names, rhythmic duration, voice and instrument classification, music history).

DOK 2 Students at DOK 2 engage in mental processing beyond recalling or reproducing a response. Students begin to apply pitch relationships while singing (e.g., so-do), perform accurately on an instrument, and begin to self-assess their own performance. They apply correct fingerings, bowings and stickings, and interpret notation. They can explain and interpret contrasting styles and genres. Students can hear and recognize basic forms (e.g., ABA, strophic), intervals, and rhythmic patterns. Students will sight-read independently.

DOK 3 In DOK 3, students demonstrate more complex and abstract thinking in their musical performance. Students play or sing in a group, responding to the cues of the conductor. In this situation, they will use aural skills to blend, balance, and sing/play in tune; apply pitch and rhythmic accuracy; express elements, articulation, diction, and phrasing. Students begin to play independent parts in an ensemble. They can compose a simple melody in a given key, and improvise over static harmony (e.g., play mallet instruments over a drone or improvise over a single chord). Students use music theory knowledge to analyze chords/harmonies, realize figured bass, and interpret jazz chords.



DOK 4 requires complex reasoning that includes planning, investigating, and/or analyzing results. Students compose in two or more voices, which requires the application of harmony, voice leading, and chord progressions. When improvising, students respond to chord changes and develop complex phrases. They rehearse and perform solos, with or without accompaniment or in non-conducted ensembles, in which they are required to make individual informed decisions about style, balance, and expressive elements.

Sample Question Stems

Examples

Annotation

DOK 1:

Who wrote ____?
What is this symbol ____?

- Identify rhythmic musical notation including whole note, half note, quarter note, and eighth-note pairs.
- Identify the musical terms *piano*, *forte*, *crescendo*, and *diminuendo*.
- Echo short rhythmic and melodic patterns on a classroom instrument.

Students recall previously learned information and make an automatic response.

DOK 2:

Demonstrate ____.
How are ____ and ____ alike?
Different?
Can you relate ____ to ____?
What interval am I singing?

- If there are four beats in each measure and you have four measures, how many beats do you have? Write this as a math problem.
- Read and perform a short piece of music using effective expression (i.e., dynamics and tempo).

Students convert rhythmic notation into mathematical equations, which demonstrates understanding of a concept.

Students apply concepts through performing.

DOK 3:

What makes this performance superior to others you have listened to?

- Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment of tone quality, expression, phrasing, pitch, and rhythmic accuracy.
- Evaluate a recorded performance. Provide supporting details for your assessment.

Students evaluate a performance and give a rationale for their assessment.

DOK 4:

Create a musical composition using instruments or voices of your choice that creates a mood of increasing intensity.

- Improvise a melody and/or harmonic accompaniment with variations, within specified guidelines, (e.g., a chord progression).
- Compose, in 2 or more parts, an 8-measure phrase with no non-chord tones.

Students create and perform their own improvisation.

Students compose within specified guidelines.

Music



Fine Arts DOK Committee

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Rockwood School District

Aurelia Hartenberger, Music
Lindbergh School District

Debbie Corbin, Theatre
Branson School District

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Kirkwood School District

Paul Morales, Music
Lee's Summit School District

Sharyn Hyatt-Wade, Visual Art
Columbia School District

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Jennifer Forest-James, Theatre
Parkway School District

Ken Franke, Theatre
Hazelwood School District

Rheba Vetter, Dance
Northwest Missouri State University

Linda Lange, Visual Art
Francis Howell School District



Acronym and Key Term Glossary for Secondary Teachers

- **ACT:** The ACT was designed to measure academic skills required for success in college and university settings. College and universities commonly use results to help determine which students to admit. There are four college readiness benchmark areas: 1) English, 2) Mathematics, 3) Reading, and 4) Science. Student's reaching ACT benchmarks have a 75% or better chance of getting a "C" or higher and a 50% chance or better of getting a "B" or higher in a college course in that subject. The ACT is administered to all 11th graders within the Canyons School District in the spring.
- **BLT:** Building leadership teams are comprised of key members of the school staff and an external coach. Each school's BLT is charged with the following tasks:
 - To identify, plan, and develop the instruction, intervention, and supports for all students to be successful
 - To sustain improvement over time
 - To develop collective capacity for quality instruction (e.g. support all teachers in professional learning and growth)
- **Canvas:** Canvas is a LMS, Learning Management System, (i.e. a software application for the administration, documentation, tracking, reporting and delivery of online learning). Canvas was selected as the LMS for Canyons schools because of its extensive use in Utah institutes of higher learning, along with its ability to increase collaboration among students, teachers, and parents.
- **CBM:** Curriculum-Based Measurement – a brief standardized measurement procedure designed to ascertain a student's overall academic performance in a basic subject area: e.g. reading, spelling, or writing. CBMs were designed to help teachers monitor academic growth over time, so that instruction could be modified and learning rates accelerated.
- **CFA:** Common Formative Assessment – An assessment typically created collaboratively by a team of teachers responsible for the same grade level or course, in order to improve instruction with a current group of students. Common formative assessments are frequently administered throughout the year to identify:
 - Individual students who need additional time and support for learning
 - The teaching strategies most effective in helping students acquire the intended knowledge and skills
 - Program concerns – areas in which students generally are having difficulty achieving the intended standard, and
 - Improvement goals for individual teachers and the team
 - *Dufour (2004). *Learning by Doing*, p. 214

- **CSA:** Common Summative Assessment – An assessment typically created collaboratively by a team of teachers responsible for the same grade level or course in order to evaluate whether or not students reached common standards at the completion of an instruction cycle.
- **CTESS:** Canyons Teacher Effectiveness Support System- In compliance with Senate Bill 64, this is Canyons School District teacher evaluation system that includes documentation of student growth, evidence of instructional quality, and response to stakeholder input.
- **District-Wide Standards-Based Assessment:** These assessments are given in all content areas at key times during the school year. Data from these benchmarks will be used for student growth in compliance with House Bill 201.
- **DLT:** The District Leadership Team supports implementation of the CSD Academic Framework and is comprised of representatives from school and district administration. The DLT is charged with the following:
 - Develop tools necessary for successful scaling-up of CSD Framework (i.e. evidence-based practices)
 - Provide a consistent feedback loop between school leaders and district leaders
 - Provide cascading levels of support to building leaders
 - Implement the district academic plan
- **HMH Math Inventory:** Houghton Mifflin Harcourt math inventory is a research-based, adaptive assessment that measures math abilities and longitudinal progress from Kindergarten through Algebra II
- **IPLC:** Instructional Professional Learning Communities meet regularly to focus on data and instruction to improve student achievement.
- **IPOP:** Instructional Priorities Observation Protocol – The classroom observation tool used for evidence of instructional quality.
- **ISD:** The Instructional Supports Department (commonly known as the curriculum department). This is where you will find the content leads and support for the curriculum.
- **LMS: Learning Management System** - A software application for the administration, documentation, tracking, reporting and delivery of online learning. **Canvas** was selected as the LMS for Canyons schools because of its extensive use in Utah institutes of higher learning, along with its ability to increase collaboration among students, teachers, and parents.

- **MTSS:** Multi-tiered Systems of Support (see Rtl) is practice of providing high quality instruction, using data to make decisions about instruction and intervention for students that is based upon the students' performance, and providing multiple levels of support for both academic and behavioral standards.
- **PBIS:** Positive Behavioral Intervention and Supports is an evidence-based system that helps define the key components of a well-managed classroom.
- **Progress Monitoring:** A procedure that involves frequent measurement of student performance for the purpose of evaluating a student's growth toward a targeted objective. For example, the trajectory of reading growth can be measured with weekly administration of R-CBM.
- **Lexile Scores:** Lexiles can be a measure of text difficulty or of reading proficiency. They range from 0 to 1700. Below is a list of descriptors of Lexile scores by grade level. Students reading in the Proficient and Advanced levels are on track to graduate college and career ready.
- **SEM:** Standard error of measurement is one standard deviation of error around a student's true score.
- **SRI:** Scholastic Reading Inventory is a computer administered reading test that measures inferential and literal reading comprehension skills. Scores are reported in a numeric Lexile scores. Percentile ranks are also available. SRI was designed primarily to match students with books of an appropriate level of difficulty. It measures both literal and inferential comprehension. It is a particularly good assessment for identifying advanced readers. It has a disadvantage of not being as sensitive to growth as are CBM measures, of being subject to student sloughing, and having limited reliability if administered a few number of times.
- **R-CBM:** Reading Curriculum-Based Measurement (R-CBM) also known as Oral Reading Fluency (ORF) and CBM-Read Aloud, this is a one-minute measure which results in two primary numerical scores: number of words read correctly per minute (or correct words per minute, CWPM), and percentage of correctly read words (accuracy rate). This measure is highly correlated with reading comprehension in elementary school but outlives its usefulness once students read at the same rate at which they speak. Maze has been identified as a more appropriate CBM once students are reading grade-level texts at rates above 130 words read correctly per minute, with greater than 97% accuracy.

- **Reliability:** The degree to which a measure is free of error. All tests contain error and it results from characteristics of the test (such as poorly designed questions), characteristics of the test taker (bad day, lack of sleep, misreading questions, anxiety, and lack of effort), and characteristics of the environment (distracting noises, room temperature, and distracting odors).
- **RtI:** “Response to Intervention” (see MTSS) is the practice of (1) providing high-quality instruction/intervention matched to student needs and (2) using learning rate over time and level of performance to (3) make important educational decisions”. (Batsche et al, 2007).
- **Turnitin Revision Assistant:** A core-aligned formative writing tool that gives students immediate feedback on their writing.
- **Universal Screening:** A procedure in which all students are evaluated for the purpose of identifying those students who need more intensive interventions. For example, reading is a critical and foundational academic skill, for which CSD screens in middle school with the SRI.
- **Utah Core Standards:** The standards for teaching and learning adopted by the Utah State Board of Education and implemented by local school districts and charter schools with guidance and support from the Utah State Office of Education.
- **Validity:** The degree to which a test measures what it is intended to measure. Establishing the validity of a measurement procedure involves empirical study of item content, accurate prediction, and alignment with theories about what is being measured.

Evidence-Based Instructional Priorities
Applied to Music Instruction

<p>Explicit Instruction I do – We do – Y’all do – You do Model – Guide Practice – Whole Group, Partner, Independent</p>			
<p>Systematic</p> <ul style="list-style-type: none"> <input type="checkbox"/> Focused on critical content <input type="checkbox"/> Instructional routines are used <input type="checkbox"/> Demonstrations <input type="checkbox"/> Lessons are organized and focused <input type="checkbox"/> Break down complex skills <input type="checkbox"/> Examples and non-examples 	<p>Relentless</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adequate initial practice <input type="checkbox"/> Cumulative review <input type="checkbox"/> Teach to mastery <input type="checkbox"/> Distributed practice – frequent exposure to content/skill over time; individual, small group, ensemble 	<p>Engaging</p> <ul style="list-style-type: none"> <input type="checkbox"/> Increasing Opportunities to Respond <input type="checkbox"/> Explicit Vocabulary Instruction <input type="checkbox"/> Feedback <input type="checkbox"/> Acquisition – Automaticity - Application <input type="checkbox"/> Classroom PBIS <input type="checkbox"/> Pacing 	
<p>Increasing Opportunities to Respond <i>Saying, Writing, Doing (singing, playing)</i></p>		<p>Explicit Vocabulary Instruction</p>	
<p>Rehearsal Strategies for Optimal Engagement</p> <ul style="list-style-type: none"> <input type="checkbox"/> Model: Teacher sings or plays what is expected while students follow along in music, recorded examples <input type="checkbox"/> Echo: Teacher sings or plays what is expected and students sing or play back what they heard <input type="checkbox"/> Warm-ups: Consistently every class focusing on skills. <input type="checkbox"/> Action Responses: thumbs up/down, visible breathing, posture, hand position checks, hand signals <input type="checkbox"/> Verbal Responses: speak phrases together with correct diction, counting rhythms out loud, singing phrases, discussions <input type="checkbox"/> Practice Drills: Consistently focusing on skills <input type="checkbox"/> Grouping: Varied use of ensemble, sections, small groups, individual practice throughout class period focusing on skills <input type="checkbox"/> Written: Whiteboards, paper, marking music 		<ul style="list-style-type: none"> <input type="checkbox"/> Introduce the word <ul style="list-style-type: none"> • Teacher says the word • All students repeat the word • Teacher gives a student-friendly definition • All students repeat the definition (with teacher guidance) • Repeat above steps as necessary <input type="checkbox"/> Demonstrate <ul style="list-style-type: none"> • Provide an example • Provide a non-example • Repeat above steps as necessary <input type="checkbox"/> Apply <ul style="list-style-type: none"> • Students turn to a partner and use the word in a sentence • Teacher shares a sentence using the word • “DO” (perform) skill associated with word 	
<p>Feedback</p> <ul style="list-style-type: none"> <input type="checkbox"/> Corrective and affirmative <input type="checkbox"/> Timely and frequent <input type="checkbox"/> Specific and reinforcing 	<p>Instructional Grouping</p> <ul style="list-style-type: none"> <input type="checkbox"/> Whole group (ensemble), sections, small groups, partners, individual <input type="checkbox"/> Every class period, fluid and flexible <input type="checkbox"/> Focus on practice of skills 	<p>Acquire – Auto – Apply</p> <ul style="list-style-type: none"> <input type="checkbox"/> Learn (acquire) the skills <input type="checkbox"/> Build the skill to automaticity <input type="checkbox"/> Apply the skill to the music 	<p>Classroom PBIS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Form clear behavior expectations <input type="checkbox"/> Explicitly teach expectations to students <input type="checkbox"/> Reinforce expectations with students <input type="checkbox"/> Correct problem behaviors in a systematic manner <input type="checkbox"/> Establish a classroom routine including set-up and clean up

Band/Orchestra - Effective Practices

	Band & Orchestra Instruction Specific Best Practices OTR's – Playing, Verbal Responses, Active Listening, Silent Practice, Literacy Components (Reading Music, Writing)	Ineffective or Out-dated Strategies
Warm-Ups	Evidence of routines for setting up and cleaning up	Students not setting up, asking what they are supposed to do
	Playing exercises that focus on specific skills such as: scales, rhythms, call & response, balance & blend, dynamics, tone, breath control, articulation, bowing, sight-reading, listening, etc.	Students listen to teacher talk with little or no playing
	Usually lasts anywhere from 3-10 min. depending upon objective, skill building incorporated into warm-ups	Less than 2 minutes with no clear objective for the exercises stated
	I can statements (lesson objectives) are explained, referenced, and targeted throughout lesson	Students don't know what they are expected to know or do and why
Skill Building	<p>Examples include any of the following:</p> <ul style="list-style-type: none"> • Rhythm practice (clapping/tapping rhythms, counting out loud or silently, playing specific rhythms) • Music literacy (all things pertaining to reading the music) • Technique (hand position, tone, embouchure, posture, breathing, range, etc.) • Aural Listening skills • Teacher modeling 	No time spent on skills, instead skip straight to rehearsing songs
Music Rehearsal	I can statements (song objectives) are explained, referenced, and targeted throughout rehearsing a piece of music	No specific focus or objective(s) for each song
	Objectives include learning correct notes/pitches, rhythms, articulation, blend, dynamics, phrasing, etc.	Students just play through songs with no feedback
	Small group instruction evident (one section at a time for brief periods as needed)	Rehearsal is WHOLE group (everyone playing) all the time with no rehearsal of individual groups
	Teacher models as needed, students follow conductor	Teacher does not model for students
Student Actions	Students are actively engaged in playing & music making Teacher guides and listens for feedback	<p>Students spend the majority of the time listening Teacher does all the talking Many students not playing when they should</p>
	Students are actively following the printed music and making written marks where appropriate	Students learning songs by rote, no effort to read music evident
	Students are watching conductors cues and responding appropriately	Students not watching or responding to conductor
Assessment	Formative assessment & feedback (through listening & observation) takes place constantly throughout the class Feedback cycle example: throughout the class period, teacher will be listening, give corrections, student(s) plays again, teacher offers feedback, (repeat as necessary), teacher offers positive feedback when correct to close loop	<p>Little or no feedback from the teacher Teacher does not stop and make corrections when necessary</p>
	Assessments in various forms depending upon objective: Individual student, ensemble, written, verbal, singing, video, etc.	Assessment whole ensemble only, No attention to individual student assessment or feedback
	Grades are based on what students can DO with music skills: what they understand and can perform Based on Core Standards	Grades are based on attendance and effort
	Grades are based on a rubric familiar to students	No rubric is used

Band 1
Scope and Sequence
2016-2017

Focus 1: Embouchure, Tone, Basic Notation Approximately 12 Weeks			
Essential Questions	Key Terms/Vocabulary	Suggested Assessments	Interdisciplinary Connections
<ul style="list-style-type: none"> • What do I need to know and be able to do in order to effectively begin playing a band instrument? • What do I need to know and be able to do in order to begin being literate in music notation? 	<ul style="list-style-type: none"> • Quarter note • Half note • Eighth notes • Bass clef • Treble clef • Staff • Measure • Time signature • Key signature • Repeat sign • Common time • Fermata • Posture • Diaphragm 	<ul style="list-style-type: none"> • Worksheets • Individual observation in class • Tap foot or clap hands to pulse • Listening • Rhythms on board • Rhythm sheets • Method book • Scale test • SmartMusic • CANVAS playing assignments 	<ul style="list-style-type: none"> • Math: Ratios, fractions. • Science: Function of sound waves. • School-wide behavior (PBIS) reinforced and taught through rehearsal etiquette. • Health: posture and breathing
Focused Art Core Standards:			Student Learning Targets
<p>Strand 2: PERFORM: Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of musical works.</p> <p>Standard L1.MI.P.2: With guidance, discuss various elements of a musical work.</p> <p>Standard L1.MI.P.3: With guidance, make appropriate interpretive musical decisions as a soloist/ensemble.</p> <p>Standard L1.MI.P.4: Produce an appropriate tone over a moderate range of the instrument, using correct posture and physical connection to the instruments.</p> <p>Standard L1.MI.P.5: Demonstrate fluency in the following technical performance skills:</p> <ol style="list-style-type: none"> a. Basic major scales b. Chromatic scale with limited range c. Articulation d. Dynamics e. Rhythmic accuracy f. Note accuracy 			<ul style="list-style-type: none"> • I can feel the pulse. • I can count half, quarter notes, 8th notes, with correlating rests in 4/4 meter. • I can count ties. • I can use the correct embouchure or hand position for my instrument. • I can identify the clef used for my instrument. • I can identify all lines and spaces on the staff for my instrument clef. • I can define and identify a measure. • I can describe what the top and bottom numbers in a time signature signify. • I can identify the location of a key signature. • I can produce an appropriate characteristic sound for a beginner using correct breathing techniques.

GRADES 7 AND 8

SECONDARY MUSIC

MUSIC (General)

7TH–8TH GRADE

Strand: CREATE (7–8.M.CR.)

Students will conceptualize, generate, develop, and organize artistic ideas and work. They will complete and refine musical works (**Standards 7–8.M.CR.1–6**).

- **Standard 7–8.M.CR.1:** Listen to and discuss a variety of musical styles and ideas, and describe how various sounds can be used to represent experiences, moods, visual images and/or story lines.
- **Standard 7–8.M.CR.2:** Improvise rhythmic and melodic ideas and phrases.
- **Standard 7–8.M.CR.3:** Generate simple rhythmic and melodic ideas and phrases.
- **Standard 7–8.M.CR.4:** Identify, select and organize musical ideas for arrangement within a recognizable form, and explain intent and connection to purpose and context.
- **Standard 7–8.M.CR.5:** Use standard and/or iconic notation and/or recording technology to document original rhythmic, melodic or harmonic ideas.
- **Standard 7–8.M.CR.6:** Create original musical examples, applying teacher-provided criteria of specific musical elements.

Strand: PERFORM (7–8.M.P.)

Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work and express meaning through the presentation of musical works (**Standards 7–8.M.P.1–5**).

- **Standard 7–8.M.P.1:** Apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context and explain why each was chosen.
- **Standard 7–8.M.P.2:** Demonstrate an understanding of music elements and notational literacy through participation in or observation of a live or recorded performance.
- **Standard 7–8.M.P.3:** Demonstrate an understanding of various genres and styles of music by applying musical elements to a performance.

- **Standard 7–8.M.P.4:** Identify and implement strategies for improving the technical and expressive aspects of works.
- **Standard 7–8.M.P.5:** Discuss collaboratively how musical works are appropriate for an audience or context.

Strand: RESPOND (7–8.M.R.)

Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process (**Standards 7–8.M.R.1–5**).

- **Standard 7–8.M.R.1:** Respond to a musical performance by identifying the musical elements within a piece and in a given context, and discuss their effect on both listener and performer.
- **Standard 7–8.M.R.2:** Apply teacher-provided criteria to select music that expresses a personal experience, mood, visual image, or storyline in simple forms, and describe the choices.
- **Standard 7–8.M.R.3:** Identify and discuss how musical elements are embedded within a musical work to express possible meaning or composer’s possible intent.
- **Standard 7–8.M.R.4:** Identify and describe, with guidance, the musical and structural elements that contribute to a quality musical work.
- **Standard 7–8.M.R.5:** Identify and describe, with guidance, the technical and musical skills evident in a quality performance.

CONNECT (7–8.M.CO.)

Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding (**Standards 7–8.M.CO.1–3**).

- **Standard 7–8.M.CO.1:** Examine how music relates to personal development and enjoyment of life.
- **Standard 7–8.M.CO.2:** Self-assess and document personal growth as a musician.
- **Standard 7–8.M.CO.3:** Experience how music connects us to history, culture, heritage, community, and to other academic subjects.

CHOIR—LEVEL 1

Strand: CREATE (L1.MC.CR.)

Students will conceptualize, generate and organize artistic ideas and work. They will complete and refine musical works (**Standards L1.MC.CR.1–6**).

- **Standard L1.MC.CR.1:** Listen to and discuss a variety of musical styles and ideas with guidance.
- **Standard L1.MC.CR.2:** Sing a consequent phrase for a given antecedent phrase.
- **Standard L1.MC.CR.3:** With guidance, improvise/generate rhythmic, melodic, and harmonic ideas and phrases.
- **Standard L1.MC.CR.4:** Develop aural skills: intervals, major/minor modality, and rhythmic and melodic dictation.
- **Standard L1.MC.CR.5:** Develop, organize and notate, with guidance, basic rhythmic and melodic ideas and phrases with guidance.
- **Standard L1.MC.CR.6:** Evaluate musical ideas, with guidance, and identify and rehearse elements of musical expression that lead to a creative interpretation of a musical work.

Strand: PERFORM (L1.MC.P.)

Students will analyze, interpret and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of musical works (**Standards L1.MC.P.1–7**).

- **Standard L1.MC.P.1:** Select appropriate music, with limited guidance, to perform for a short solo or ensemble performance, and explain why each was chosen.
- **Standard L1.MC.P.2:** Discuss, with guidance, various elements of a musical work such as form, phrasing, and style.
- **Standard L1.MC.P.3:** Sing with an appropriate tone over an appropriate range with consideration of the following skills in combination:
 - a. Vowels and diction
 - b. Intonation
 - c. Placement
 - d. Correct breathing and singing posture
 - e. Vocal physiology and vocal care
 - f. Flow phonation
- **Standard L1.MC.P.4:** Demonstrate technical performance skills by singing correct pitches and rhythms in skill appropriate literature.
- **Standard L1.MC.P.5:** Demonstrate notational literacy in correctly sight-singing simple melodies, harmonies, and rhythms.
- **Standard L1.MC.P.6:** Demonstrate productive rehearsal habits, both as an individual and as an ensemble member.

- **Standard L1.MC.P.7:** Perform an artistic work with technical accuracy, responding appropriately to the conductor and using musical elements to express ideas and emotions.

Strand: RESPOND (L1.MC.R.)

Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process (**Standards L1.MC.R.1–5**).

- **Standard L1.MC.R.1:** Respond to a musical performance by identifying the musical elements within a piece and in a given context, discuss their effect on both listener and performer, and exhibit appropriate performance demeanor and audience concert etiquette.
- **Standard L1.MC.R.2:** Identify and discuss how musical elements are embedded within a musical work to express possible meanings, and consider how the use of musical elements helps predict the composer’s possible intent.
- **Standard L1.MC.R.3:** Identify and describe, with guidance, the musical and structural elements that contribute to a quality musical work.
- **Standard L1.MC.R.4:** Identify and describe, with guidance, the technical and musical skills evident in a quality performance.
- **Standard L1.MC.R.5:** Judge and improve the quality of student’s own musical performance using self-assessment.

Strand: CONNECT (L1.MC.CO.)

Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural and historical context to deepen understanding (**Standards L1.MC.CO.1–4**).

- **Standard L1.MC.CO.1:** Examine how music relates to personal development and enjoyment of life.
- **Standard L1.MC.CO.2:** Self-assess and document personal growth as a musician.
- **Standard L1.MC.CO.3:** Experience how music connects us to history, culture, heritage, community and to other academic subjects.
- **Standard L1.MC.CO.4:** Demonstrate and understand, with limited guidance, how musical works are influenced by the composer’s heritage and experiences.

CHOIR—LEVEL 2

Strand: CREATE (L2.MC.CR.)

Students will conceptualize, generate and organize artistic ideas and work. They will complete and refine musical works (**Standards L2.MC.CR.1–6**).

- **Standard L2.MC.CR.1:** Listen to and discuss a variety of musical styles and ideas.
- **Standard L2.MC.CR.2:** Sing a consequent phrase for a given antecedent phrase in a variety of styles.
- **Standard L2.MC.CR.3:** Improvise/generate rhythmic, melodic, and harmonic ideas and phrases in two or more parts.
- **Standard L2.MC.CR.4:** Develop aural skills: intervals, major/minor modality, rhythmic with melodic dictation.
- **Standard L2.MC.CR.5:** Develop, organize and notate rhythmic and melodic ideas and phrases of increasing complexity.
- **Standard L2.MC.CR.6:** Evaluate musical ideas, with teacher provided criteria, and identify and rehearse elements of musical expression that lead to a creative interpretation of a musical work.

Strand: PERFORM (L2.MC.P.)

Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of musical works (**Standards L2.MC.P.1–7**).

- **Standard L2.MC.P.1:** Select appropriate music to perform for a short solo or ensemble performance, and explain why each piece was chosen.
- **Standard L2.MC.P.2:** Discuss various elements of a musical work such as form, phrasing and style.
- **Standard L2.MC.P.3:** Sing with an appropriate tone over an appropriate range incorporating a combination of the following skills:
 - a. Vowels and diction
 - b. Intonation
 - c. Placement
 - d. Correct breathing and singing posture
 - e. Vocal physiology and vocal care
 - f. Flow phonation
- **Standard L2.MC.P.4:** Demonstrate technical performance skills by singing correct pitches and rhythms in skill-appropriate literature.

- **Standard L2.MC.P.5:** Demonstrate notational literacy by correctly sight-singing increasingly complex melodies, harmonies, and rhythms.
- **Standard L2.MC.P.6:** Demonstrate productive rehearsal habits, both as an individual and as an ensemble member.
- **Standard L2.MC.P.7:** Perform an artistic work with technical accuracy, responding appropriately to the conductor and using musical elements to express ideas and emotions.

Strand: RESPOND (L2.MC.R.)

Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process (**Standards L2.MC.R.1–5**).

- **Standard L2.MC.R.1:** Respond to a musical performance by identifying the musical elements within a piece and in a given context, discussing their effect on both listener and performer, and exhibiting appropriate performance demeanor and audience concert etiquette.
- **Standard L2.MC.R.2:** Identify and discuss how musical elements are embedded within a musical work to express possible meanings, and consider how the use of musical elements helps predict the composer’s possible intent.
- **Standard L2.MC.R.3:** Identify and describe the musical and structural elements that contribute to a quality musical work.
- **Standard L2.MC.R.4:** Identify and describe the technical and musical skills evident in a quality performance.
- **Standard L2.MC.R.5:** Judge and improve the quality of student’s own musical performance using self-assessment.

Strand: CONNECT (L2.MC.CO.)

Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding (**Standards L2.MC.CO.1–4**).

- **Standard L2.MC.CO.1:** Examine how music relates to personal development and enjoyment of life.
- **Standard L2.MC.CO.2:** Self-assess and document personal growth as a musician.
- **Standard L2.MC.CO.3:** Experience how music connects us to history, culture, heritage, community, and to other academic subjects.
- **Standard L2.MC.CO.4:** Demonstrate an understanding of how musical works are influenced by the composer’s heritage and experiences.

CHOIR—LEVEL 3

Strand: CREATE (L3.MC.CR.)

Students will conceptualize, generate, and organize artistic ideas and work. They will complete and refine musical works (**Standards L2.MC.CR.1–6**).

- **Standard L3.MC.CR.1:** Listen to, discuss, and apply a variety of musical styles and ideas appropriate to a given musical work.
- **Standard L3.MC.CR.2:** Generate both antecedent and consequent phrases within the context of a style.
- **Standard L3.MC.CR.3:** Improvise/generate rhythmic, melodic, and harmonic ideas and phrases in three or more parts.
- **Standard L3.MC.CR.4:** Develop aural skills: intervals and rhythms with melodic dictation in major and minor modality.
- **Standard L3.MC.CR.5:** Generate, organize, and notate rhythmic and melodic ideas and phrases of increasing complexity.
- **Standard L3.MC.CR.6:** Evaluate musical ideas, identify and rehearse elements of music expression that lead to a creative interpretation of a musical work.

Strand: PERFORM (L3.MC.P.)

Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of musical works (**Standards L3.MC.P.1–7**).

- **Standard L3.MC.P.1:** Select appropriate music to perform for a short solo or ensemble performance, and explain why each piece was chosen.
- **Standard L3.MC.P.2:** Individually identify various elements of a musical work and discuss the various elements as a group.
- **Standard L3.MC.P.3:** Sing with an appropriate tone over an appropriate range, identifying and applying the following symbiotic skills:
 - a. Vowels and diction
 - b. Intonation
 - c. Placement
 - d. Correct breathing and singing posture
 - e. Vocal physiology and vocal care
 - f. Flow phonation
- **Standard L3.MC.P.4:** Demonstrate technical performance skills by singing correct pitches and rhythms in skill-appropriate literature.

- **Standard L3.MC.P.5:** Demonstrate notational literacy by correctly sight-singing increasingly complexity melodies, harmonies, and rhythms.
- **Standard L3.MC.P.6:** Demonstrate productive rehearsal habits, both as an individual and as an ensemble member.
- **Standard L3.MC.P.7:** Perform an artistic work with technical accuracy, responding appropriately to the conductor and using musical elements to express ideas and emotions.

Strand: RESPOND (L3.MC.R.)

Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process (**Standards L3.MC.R.1–5**).

- **Standard L3.MC.R.1:** Respond to a musical performance by identifying the musical elements within a piece and in a given context, discussing their effect on both listener and performer, and exhibiting appropriate performance demeanor and audience concert etiquette.
- **Standard L3.MC.R.2:** Identify and discuss how musical elements are embedded within a musical work to express possible meanings and consider how the use of musical elements helps predict the composer’s possible intent.
- **Standard L3.MC.R.3:** Identify and describe the musical and structural elements that contribute to a quality musical work.
- **Standard L3.MC.R.4:** Identify and describe the technical and musical skills evident in a quality performance.
- **Standard L3.MC.R.5:** Judge and improve the quality of student’s own musical performance using self-assessment.

Strand: CONNECT (L3.MC.CO.)

Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding (**Standards L3.MC.CO.1–4**).

- **Standard L3.MC.CO.1:** Examine how music relates to personal development and enjoyment of life.
- **Standard L3.MC.CO.2:** Self-assess and document personal growth as a musician.
- **Standard L3.MC.CO.3:** Experience how music connects us with heritage, community, and to other academic subjects.
- **Standard L3.MC.CO.4:** Demonstrate an understanding of how musical works are influenced by the composer’s heritage and experiences.

INSTRUMENTAL—LEVEL 1

Strand: CREATE (L1.MI.CR.)

Students will conceptualize, generate and organize artistic ideas and work. They will complete and refine musical works (**Standards L1.MI.CR.1–6**).

- **Standard L1.MI.CR.1:** Listen to a variety of musical styles and ideas.
- **Standard L1.MI.CR.2:** Improvise/generate and respond, with guidance, to simple melodic ideas and phrases.
- **Standard L1.MI.CR.3:** Develop aural skills.
- **Standard L1.MI.CR.4:** With guidance, develop, organize, and notate rhythmic and melodic ideas and phrases with increasing complexity.
- **Standard L1.MI.CR.5:** Evaluate and refine musical ideas, applying teacher-provided criteria and, with guidance, using selected elements of music.
- **Standard L1.MI.CR.6:** Identify and rehearse skills and concepts that need greater unification for performance.

Strand: PERFORM (L1.MI.P.)

Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of musical works (**Standards L1.MI.P.1–8**).

- **Standard L1.MI.P.1:** With guidance, select appropriate music for a short solo or ensemble performance, with consideration to student ability, preparation and target audience, and explain why the piece was chosen.
- **Standard L1.MI.P.2:** With guidance, discuss various elements of a musical work.
- **Standard L1.MI.P.3:** With guidance, make appropriate interpretive musical decisions as a soloist/ensemble.
- **Standard L1.MI.P.4:** Produce an appropriate tone over a moderate range of the instrument, using correct posture and physical connection to the instrument.
- **Standard L1.MI.P.5:** Demonstrate fluency in the following technical performance skills:
 - a. Basic major scales
 - b. Chromatic scale with limited range
 - c. Articulation
 - d. Dynamics
 - e. Rhythmic accuracy

- f. Note accuracy
- g. Ensemble listening
- h. Tuning
- i. Targeted practice techniques
- j. Balance/blend
- k. Rudimentary ear training

- **Standard L1.MI.P.6:** Demonstrate notational literacy, including sight-reading.
- **Standard L1.MI.P.7:** Demonstrate productive rehearsal habits, both as an individual and as an ensemble member.
- **Standard L1.MI.P.8:** Watch and respond appropriately to the conductor and perform with technical accuracy, utilizing appropriate phrasing, dynamics, style, tempo, balance and blend to express ideas and emotions.

Strand: RESPOND (L1.MI.R.)

Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process (**Standards L1.MI.R.1–5**).

- **Standard L1.MI.R.1:** Respond to a musical performance by identifying the musical elements within a piece and in a given context, discuss their effect on both listener and performer, and exhibit appropriate performance demeanor and audience concert etiquette.
- **Standard L1.MI.R.2:** Consider, with guidance, how the use of musical elements helps predict the composer’s possible intent.
- **Standard L1.MI.R.3:** Identify and describe, with guidance, the musical and structural elements that contribute to a quality musical work.
- **Standard L1.MI.R.4:** Identify and describe, with guidance, the technical and musical skills evident in a quality performance.
- **Standard L1.MI.R.5:** Use self-assessment to judge and improve the quality of musical performance.

Strand: CONNECT (L1.MI.CO.)

Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding (**Standards L1.MI.CO.1–4**).

- **Standard L1.MI.CO.1:** Examine how music relates to personal development and enjoyment of life.

- **Standard L1.MI.CO.2:** Self-assess and document personal growth as a musician.
- **Standard L1.MI.CO.3:** Experience how music connects us to history, culture, heritage, community, and to other academic subjects.
- **Standard L1.MI.CO.4:** Examine, with guidance, how musical works are influenced by the composer's heritage and experiences.

INSTRUMENTAL—LEVEL 2

Strand: CREATE (L2.MI.CR.)

Students will conceptualize, generate, and organize artistic ideas and work. They will complete and refine musical works (**Standards L2.MI.CR.1–4**).

- **Standard L2.MI.CR.1:** Improvise/generate simple rhythmic and melodic ideas and phrases.
- **Standard L2.MI.CR.2:** Develop, organize and notate rhythmic and melodic ideas and phrases with increasing complexity while continuing to develop aural skills.
- **Standard L2.MI.CR.3:** Refine musical ideas, apply student criteria, and use a variety of musical elements.
- **Standard L2.MI.CR.4:** Identify and rehearse skills and concepts that need greater unification for performance.

Strand: PERFORM (L2.MI.P.)

Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work and express meaning through the presentation of musical works (**Standards L2.MI.P.1–8**).

- **Standard L2.MI.P.1:** Select, with limited guidance, appropriate music for a solo or ensemble performance, with consideration of student ability, preparation time and target audience, and explain why each piece was chosen.
- **Standard L2.MI.P.2:** Discuss, with limited guidance, various elements of a musical work.
- **Standard L2.MI.P.3:** With limited guidance, make appropriate interpretive musical decisions as a soloist/ensemble.
- **Standard L2.MI.P.4:** Produce an appropriate tone over an expanded range of the instrument, using correct posture and physical connection to the instrument.

- **Standard L2.MI.P.5:** Demonstrate fluency in the following technical performance skills:

 - a. Major scales in expanding ranges
 - b. Minor scales
 - c. Chromatic scales
 - d. Articulation
 - e. Dynamics
 - f. Rhythmic accuracy
 - g. Note accuracy
 - h. Ensemble listening
 - i. Tuning
 - j. Targeted practice techniques
 - k. Balance/blend
 - l. Ear training
- **Standard L2.MI.P.6:** Demonstrate notational literacy, including sight-reading.
- **Standard L2.MI.P.7:** Demonstrate productive rehearsal habits, both as an individual and as an ensemble member.
- **Standard L2.MI.P.8:** Watch and respond appropriately to the conductor and perform with technical accuracy, utilizing appropriate phrasing, dynamics, style, tempo, balance and blend to express ideas and emotions.

Strand: RESPOND (L2.MI.R.)

Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process (**Standards L2.MI.R.1–6**).

- **Standard L2.MI.R.1:** Respond to a musical performance by identifying the musical elements within a piece and in a given context, discuss their effect on both listener and performer, and exhibit appropriate performance demeanor and audience concert etiquette.
- **Standard L2.MI.R.2:** With limited guidance, identify and discuss musical elements embedded within a musical work to express possible meanings.
- **Standard L2.MI.R.3:** Consider how the use of musical elements helps predict the composer’s possible intent.
- **Standard L2.MI.R.4:** With limited guidance, identify and describe the musical and structural elements that contribute to a quality musical work.
- **Standard L2.MI.R.5:** Identify and describe, with limited guidance, the technical and musical skills evident in a quality performance.

- **Standard L2.MI.R.6:** Use self-assessment to judge and improve the quality of one's own musical performance.

Strand: CONNECT (L2.MI.CO.)

Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding (**Standards L2.MI.CO.1–4**).

- **Standard L2.MI.CO.1:** Examine how music relates to personal development and enjoyment of life.
- **Standard L2.MI.CO.2:** Self-assess and document personal growth as a musician.
- **Standard L2.MI.CO.3:** Experience how music connects us to history, culture, heritage, community, and other academic subjects.
- **Standard L2.MI.CO.4:** Examine, with limited guidance, how musical works are influenced by the composer's heritage and experiences.

INSTRUMENTAL—LEVEL 3

Strand: CREATE (L3.MI.CR.)

Students will conceptualize, generate and organize artistic ideas and work. They will complete and refine musical works (**Standards L3.MI.CR.1–4**).

- **Standard L3.MI.CR.1:** Improve/generate rhythmic and melodic ideas and phrases.
- **Standard L3.MI.CR.2:** Develop aural skills, and develop, organize, and notate rhythmic and melodic ideas and phrases with increasing complexity while continuing to develop aural skills.
- **Standard L3.MI.CR.3:** Evaluate and refine musical ideas, applying student criteria and using a variety of musical elements.
- **Standard L3.MI.CR.4:** Identify and rehearse skills and concepts that need greater unification for performance.

Strand: PERFORM (L3.MI.P.)

Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work and express meaning through the presentation of musical works (**Standards L3.MI.P.1–7**).

- **Standard L3.MI.P.1:** Select appropriate music for a solo or ensemble performance, with consideration to student ability, preparation time and target audience, and explain why each piece was chosen.

- **Standard L3.MI.P.2:** Discuss various elements of a musical work.
- **Standard L3.MI.P.3:** As a soloist/ensemble, make appropriate interpretive musical decisions.
- **Standard L3.MI.P.4:** Produce an appropriate tone over a moderate to extended range of the instrument, using correct posture and physical connection to the instrument.
- **Standard L3.MI.P.5:** Demonstrate fluency in the following technical performance skills:
 - a. Major/minor scales in extended ranges
 - b. Chromatic scales
 - c. Articulation
 - d. Dynamics
 - e. Rhythmic accuracy
 - f. Note accuracy
 - g. Ensemble listening
 - h. Tuning
 - i. Targeted practice techniques
 - j. Balance/blend
 - k. Ear training
- **Standard L3.MI.P.6:** Demonstrate notational literacy, including sight-reading.
- **Standard L3.MI.P.7:** Demonstrate productive rehearsal habits, both as an individual and as an ensemble member; watch and respond appropriately to the conductor; and perform with technical accuracy, utilizing appropriate phrasing, dynamics, style, tempo, balance and blend to express ideas and emotions.

Strand: RESPOND (L3.MI.R.)

Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process (**Standards L2.MI.R.1–6**).

- **Standard L3.MI.R.1:** Respond to a musical performance by identifying the musical elements within a piece and in a given context, discuss their effect on both listener and performer, and exhibit appropriate performance demeanor and audience concert etiquette.
- **Standard L3.MI.R.2:** Identify and discuss musical elements embedded within a musical work to express possible meanings.
- **Standard L3.MI.R.3:** Consider how the use of musical elements helps predict the composer's possible intent.

- **Standard L3.MI.R.4:** Identify and describe the musical and structural elements that contribute to a quality musical work.
- **Standard L3.MI.R.5:** Identify and describe, with limited guidance, the technical and musical skills evident in a quality performance.
- **Standard L3.MI.R.6:** Use self-assessment to judge and improve the quality of own musical performance.

Strand: CONNECT (L3.MI.CO.)

Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding (**Standards L3.MI.CO.1–4**).

- **Standard L3.MI.CO.1:** Examine how music relates to personal development and enjoyment of life.
- **Standard L3.MI.CO.2:** Self-assess and document personal growth as a musician.
- **Standard L3.MI.CO.3:** Experience how music connects us to history, culture, heritage, community and to other academic subjects.
- **Standard L3.MI.CO.4:** Demonstrate an understanding of how musical works are influenced by the composer's heritage and experiences.

GENERAL, THEORY/COMPOSITION—LEVEL 1

Strand: CREATE (L1.MG.CR.)

Students will conceptualize, generate, and organize artistic ideas and work. They will complete and refine musical works (**Standards L1.MG.CR.1–6**).

- **Standard L1.MG.CR.1:** Listen to and discuss a variety of musical styles and ideas, describing how various sounds can be used to represent experiences, moods, visual images and/or storylines.
- **Standard L1.MG.CR.2:** Improvise rhythmic, melodic, and harmonic ideas and explain their connection to specific purpose and context.
- **Standard L1.MG.CR.3:** Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within specific tonalities, forms, and meters through both aural dictation and original ideas.
- **Standard L1.MG.CR.4:** Identify, select, and organize musical ideas for arrangement within a recognizable form, and explain intent and connection to purpose and context.

- **Standard L1.MG.CR.5:** Use standard and/or iconic notation and/or software based notation and/or recording technology to document original rhythmic, melodic, or harmonic ideas.
- **Standard L1.MG.CR.6:** Compose and refine original musical ideas, applying teacher-provided criteria of specific musical components.

Strand: PERFORM (L1.MG.P.)

Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work and express meaning through the presentation of musical works (**Standards L1.MG.P.1–6**).

- **Standard L1.MG.P.1:** Apply collaboratively developed criteria for selecting music for a specific purpose and/or context, and discuss and identify the reasons for the choices.
- **Standard L1.MG.P.2:** Identify, discuss, and interpret a musical work based on an understanding of the use of musical components such as form, harmonic structure, and genre.
- **Standard L1.MG.P.3:** Demonstrate an understanding of musical elements and notational literacy, including the following:
 - a. Melody
 - b. Harmonic structure, density, and tonal center
 - c. Dynamics and expressive qualities
 - d. Rhythm
 - e. Tone/timbre
 - f. Form
- **Standard L1.MG.P.4:** Demonstrate an understanding of various genres and styles of music.
- **Standard L1.MG.P.5:** Identify and implement strategies for improving the technical accuracy and expressive aspects of works.
- **Standard L1.MG.P.6:** Discuss how musical works are appropriate for a specific audience or context.

Strand: RESPOND (L11.MG.P.)

Students will perceive and analyze artistic work and process. They will interpret intent and meaning and apply criteria to evaluate artistic work and process (**Standards L1.MG.R.1–6**).

- **Standard L1.MG.R.1:** Identify the musical components within a piece and how they provide meaning for both listener and performer.

- **Standard L1.MG.R.2:** Apply teacher-provided criteria to select music that expresses a personal experience, mood, visual image or storyline in simple forms and describing the choices.
- **Standard L1.MG.R.3:** Identify and discuss the musical elements that are embedded within a work, and their use as musical elements and composition- al techniques to convey the composer’s intent.
- **Standard L1.MG.R.4:** Identify and describe, with guidance, the musical and structural elements that contribute to a quality musical work.
- **Standard L1.MG.R.5:** Identify and describe, with limited guidance, the technical and musical skills evident in a quality performance.
- **Standard L1.MG.R.6:** Use self-assessment to judge and improve the quality of one’s mu- sical performance.

Strand: CONNECT (L1.MG.CO.)

Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding (**Standards L1.MG.CO.1–5**).

- **Standard L1.MG.CO.1:** Examine how music relates to personal development and enjoy- ment of life.
- **Standard L1.MG.CO.2:** Self-assess and document personal growth as a musician.
- **Standard L1.MG.CO.3:** Experience how music connects us to history, culture, heritage, community and to other academic subjects.
- **Standard L1.MG.CO.4:** Demonstrate, with limited guidance, an understanding of how musical works are influenced by the composer’s heritage and experiences.
- **Standard L1.MG.CO.5:** Describe the given context and performance medium for present- ing personal works and how they affect the final composition and presentation.

GENERAL, THEORY/COMPOSITION—ADVANCED

Strand: CREATE (A.MG.CR.)

Students will conceptualize, generate, and organize artistic ideas and work. They will com- plete and refine musical work (**Standards A.MG.CR.1–8**).

- **Standard A.MG.CR.1:** Describe and demonstrate multiple ways in which sounds and mu- sical ideas can be used to represent experiences and abstract ideas.

- **Standard A.MG.CR.2:** Improvise rhythmic, melodic, and harmonic ideas, and explain the connection to specific purpose and context.
- **Standard A.MG.CR.3:** Generate rhythmic, melodic, and harmonic phrases and variations with harmonic accompaniments within expanded tonalities, forms, and meters through both aural dictation and original ideas that convey expressive intent.
- **Standard A.MG.CR.4:** Assemble and organize musical ideas to create initial expressive statements, explaining connections to purpose or abstract ideas.
- **Standard A.MG.CR.5:** Use standard notation and software-based notation, as well as recording technology, to document original rhythmic, melodic, or harmonic ideas.
- **Standard A.MG.CR.6:** Analyze and demonstrate the development of musical ideas within a variety of forms.
- **Standard A.MG.CR.7:** Identify, explain, and apply personally developed criteria to assess, revise, and refine the technical and expressive aspects that led to the final version of a musical work.
- **Standard A.MG.CR.8:** Describe a variety of possible contexts and mediums for presenting personal musical works, and explain the impact on the success of the presentation.

Strand: PERFORM (A.MG.P.)

Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of musical works (**Standards A.MG.P.1–8**).

- **Standard A.MG.P.1:** Apply personally developed criteria to select music for a specific purpose and/or context, and identify and explain the reasons for the choices.
- **Standard A.MG.P.2:** Identify the various elements and structural components of a musical work.
- **Standard A.MG.P.3:** Analyze how the elements of music and compositional techniques relate to the style, function, and context, and their musical implications for rehearsal and performance.
- **Standard A.MG.P.4:** Interpret a work based on an understanding of the use of musical elements, and explain and justify how the choices reflect the creator's intent.

- **Standard A.MG.P.5:** Demonstrate an understanding of music elements and notation, including:
 - a. Melody
 - b. Harmonic structure, density, and tonal center
 - c. Dynamics and expressive qualities
 - d. Rhythm
 - e. Tone/timbre
 - f. Form
- **Standard A.MG.P.6:** Demonstrate an understanding of various genres and styles of music and their historical and cultural significance.
- **Standard A.MG.P.7:** Identify and implement strategies for improving the technical accuracy and expressive aspects of works.
- **Standard A.MG.P.8:** Share live or recorded performances of works, and demonstrate how the elements of music and technical performance skills and interpretive decisions are used to convey expressive intent.

Strand: RESPOND (A.MG.R.)

Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process (**Standards A.MG.R.1–6**).

- **Standard A.MG.R.1:** Identify the musical components within a piece and how they provide context; explain their effect on both listener and performer, and justify with supporting evidence.
- **Standard A.MG.R.2:** Apply researched or personally developed criteria to select music that expresses personal experiences and interests, visual images, concepts, texts, or storylines, in moderately complex forms, and describe and justify the choices.
- **Standard A.MG.R.3:** Justify and defend interpretations of varied works, and demonstrate an understanding of the composer's intent by citing the use of elements and components of music, compositional techniques, and the style and context of each work.
- **Standard A.MG.R.4:** Identify, describe, and explain the effective use of the musical and structural elements that contribute to a quality musical work.
- **Standard A.MG.R.5:** Identify, describe, and explain the effective use of technical and musical skills evident in a quality performance.
- **Standard A.MG.R.6:** Use self-assessment to judge and improve the quality of one's musical performance.

Strand: CONNECT (A.MG.CO.)

Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding (**Standards A.MG.CO.1–4**).

- **Standard A.MG.CO.1:** Examine how music relates to personal development and enjoyment of life.
- **Standard A.MG.CO.2:** Self-assess and document personal growth as a musician.
- **Standard A.MG.CO.3:** Experience how music connects us to history, culture, heritage, community, and other academic subjects.
- **Standard A.MG.CO.4:** Demonstrate an understanding of how musical works are influenced by the composer’s heritage and experiences.

Band 1
Scope and Sequence
2016-2017

<p>g. Ensemble listening h. Tuning i. Targeted practice techniques j. Balance/blend k. Rudimentary ear training</p> <p>Standard L1.MI.P.6: Demonstrate notational literacy, including sight-reading. Standard L1.MI.P.7: Demonstrate productive rehearsal habits, both as an individual and as an ensemble member. Standard L1.MI.P.8: Watch and respond appropriately to the conductor and perform with technical accuracy, utilizing appropriate phrasing, dynamics, style, tempo, balance and blend to express ideas and emotions.</p>	<ul style="list-style-type: none"> • I can play in tune with a drone pitch. • I can correctly sight-read music that has whole, half, quarter, and 8th notes and corresponding rests. • I can tongue with correct technique appropriate for my instrument. • I can play up to step 6 of a concert Bb major scale. • I can demonstrate appropriate and consistent rehearsal techniques during class.
Other Content Standards	Resources
<p>Math 6th: Domain – Ratios and Proportional Relationships 6.RP.A – Understand ratio concepts and use ratio reasoning to solve problems. Domain – The Number System 6.NS.A – Apply and extend previous understandings of multiplication and division to divide fractions by fractions.</p> <p>Science 6th: Standard 6 - Students will understand properties and behavior of heat, light, and sound. Objective 3 – Describe the production of sound in terms of vibration of objects that create vibrations in other materials. A – Describe how sound is made from vibration and moves in all directions from the source in waves. B – Explain the relationship of the size and shape of a vibrating object to the pitch of the sound produced. C – Relate the volume of a sound to the amount of energy used to create the vibration of the object producing the sound.</p> <p>Grade 7 & 8: Dance – Strand 2 Perform, Standard 7-8.D.P.8: Use appropriate etiquette practices during class, rehearsal, and performance; accept and apply feedback.</p> <p>Grade 7: Health – Standard 2, Objective 2: Analyze how physical activity benefits overall health.</p>	<p>Theory Resources: http://www.musictheory.net</p> <p>http://www.musictechteacher.com/</p> <p>Aurelia music software download: https://www.risingsoftware.com/support/downloads/</p>

Band 1
Scope and Sequence
2016-2017

Focus 2: Deepen skill development and music literacy Approximately 12 Weeks			
Essential Questions	Key Terms/Vocabulary	Suggested Assessments	Interdisciplinary Connections
<ul style="list-style-type: none"> What do I need to learn and do to improve my technique and music literacy? 	<ul style="list-style-type: none"> 1st and 2nd endings One-measure repeat sign Flat Natural Sharp Accent Forte <i>f</i> Piano <i>p</i> Multi-measure rests D.C. al fine Dotted notes 	<ul style="list-style-type: none"> Worksheets Individual observation in class Tap foot or clap hands to pulse Listening Rhythms on board Rhythm sheets Method book Scale test SmartMusic CANVAS playing assignments 	<ul style="list-style-type: none"> Math: Ratios, fractions. Science: Function of sound waves. ELA: Writing, reflection
Focused Art Core Standards:			Student Learning Targets
<p>Strand 2: PERFORM: Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of musical works.</p> <p>Standard L1.MI.P.1: With guidance, select appropriate music for a short solo or ensemble performance, with consideration to student ability, preparation and target audience, and explain why the piece was chosen.</p> <p>Standard L1.MI.P.2: With guidance, discuss various elements of a musical work.</p> <p>Standard L1.MI.P.3: With guidance, make appropriate interpretive musical decisions as a soloist/ensemble.</p> <p>Standard L1.MI.P.4: Produce an appropriate tone over a moderate range of the instrument, using correct posture and physical connection to the instruments.</p> <p>Standard L1.MI.P.5: Demonstrate fluency in the following technical performance skills:</p> <ol style="list-style-type: none"> Basic major scales Chromatic scale with limited range Articulation Dynamics Rhythmic accuracy 			<ul style="list-style-type: none"> I can produce an appropriate characteristic sound for piano and forte. I can play a major third and fifth in tune. I can tongue with an accent and slur with correct technique appropriate for my instrument. I can count in 2/4 and 3/4 meter. I can count eighth notes, dotted half notes, and dotted quarter eighth figures in 4/4, 2/4 and 3/4 meter. I can count pick-up notes. I can correctly play pieces containing 1st and 2nd endings. I can correctly sight-read easy music that has whole, half, quarter, eighth, dotted half, and dotted quarter notes. I can play concert Bb and F Major scales.

Band 1
Scope and Sequence
2016-2017

<p>f. Note accuracy g. Ensemble listening h. Tuning i. Targeted practice techniques j. Balance/blend k. Rudimentary ear training</p> <p>Standard L1.MI.P.6: Demonstrate notational literacy, including sight-reading. Standard L1.MI.P.7: Demonstrate productive rehearsal habits, both as an individual and as an ensemble member. Standard L1.MI.P.8: Watch and respond appropriately to the conductor and perform with technical accuracy, utilizing appropriate phrasing, dynamics, style, tempo, balance and blend to express ideas and emotions.</p> <p>Strand 4: CONNECT – Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. Standard L2.MC.CO.1: Examine how music relates to personal development and enjoyment of life. Standard L2.MC.CO.2: Self-assess and document personal growth as a musician.</p>	<ul style="list-style-type: none"> I can reflect and track my growth as a musician.
<p>Other Content Standards</p>	<p>Resources</p>
<p>Math 6th: Domain – Ratios and Proportional Relationships 6.RP.A – Understand ratio concepts and use ratio reasoning to solve problems. Domain – The Number System 6.NS.A – Apply and extend previous understandings of multiplication and division to divide fractions by fractions.</p> <p>Science 6th: Standard 6 - Students will understand properties and behavior of heat, light, and sound. Objective 3 – Describe the production of sound in terms of vibration of objects that create vibrations in other materials. A – Describe how sound is made from vibration and moves in all directions from the source in waves.</p>	<p>Theory Resources: http://www.musictheory.net http://www.musictechteacher.com/ Aurelia music software download: https://www.risingsoftware.com/support/downloads/</p>

Band 1
Scope and Sequence
2016-2017

B – Explain the relationship of the size and shape of a vibrating object to the pitch of the sound produced.

C – Relate the volume of a sound to the amount of energy used to create the vibration of the object producing the sound.

ELA 7th: Writing Standard 1 – Write arguments to support claims with clear reasons and relevant evidence.

Objective b: Support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

ELA 7th: Writing Standard 2 – Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Objective d: Use precise language and domain-specific vocabulary to inform about or explain the topic.

Band 1
Scope and Sequence
2016-2017

Focus 3: Development of More Advanced Music & Self-Evaluation Skills Approximately 12 Weeks			
Essential Questions	Key Terms/Vocabulary	Suggested Assessments	Interdisciplinary Connections
<ul style="list-style-type: none"> What do the students need to do further improve their performing technique and music literacy? How can students connect the arts to other academic subjects? What suggestions can I make to improve my own performance? 	<ul style="list-style-type: none"> Andante Moderato Allegro Mezzo Piano <i>mp</i> Mezzo Forte <i>mf</i> Crescendo Decrescendo Ritardando Largo 	<ul style="list-style-type: none"> Worksheets Individual observation in class Tap foot or clap hands to pulse Listening Sight-reading Rhythms on board Rhythm sheets Exercises that include varying dynamic Scale test SmartMusic CANVAS playing assignments or tests CSD Performance rubric evaluation Self-reflections & assessments 	<ul style="list-style-type: none"> Math: Ratios, fractions. Social Studies – World cultures Visual Art
Focused Art Core Standards:			Student Learning Targets

<p>Strand 1: CREATE- Students will conceptualize, generate and organize artistic ideas and work. They will complete and refine musical works.</p> <p>Standard L1.MI.CR.1: Listen to a variety of musical styles and ideas.</p> <p>Standard L1.MI.CR.2: Improvise/generate and respond, with guidance, to simple melodic ideas and phrases.</p> <p>Standard L1.MI.CR.3: Develop aural skills.</p> <p>Standard L1.MI.CR.4: With guidance, develop, organize, and notate rhythmic and melodic ideas and phrases with increasing complexity.</p> <p>Standard L1.MI.CR.5: Evaluate and refine musical ideas, applying teacher-provided criteria and, with guidance, using selected elements of music.</p> <p>Standard L1.MI.CR.6: Identify and rehearse skills and concepts that need greater unification for performance.</p>	<ul style="list-style-type: none"> I can continue mastery of previous rhythms and meters. I can correctly identify the key signature for Concert Eb Major. I can produce appropriate characteristic sound for mf and mp and a crescendo and decrescendo. I can continue mastery of previous articulations. I can show proficiency in sight-reading Level 1 rated music. I can play concert Bb, F, and Eb Major scales. I can listen to my performance and that of
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Band 1
Scope and Sequence
2016-2017

Strand 2: PERFORM: Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of musical works.

Standard L1.MI.P.1: With guidance, select appropriate music for a short solo or ensemble performance, with consideration to student ability, preparation and target audience, and explain why the piece was chosen.

Standard L1.MI.P.2: With guidance, discuss various elements of a musical work.

Standard L1.MI.P.3: With guidance, make appropriate interpretive musical decisions as a soloist/ensemble.

Standard L1.MI.P.4: Produce an appropriate tone over a moderate range of the instrument, using correct posture and physical connection to the instruments.

Standard L1.MI.P.5: Demonstrate fluency in the following technical performance skills:

- a. Basic major scales
- b. Chromatic scale with limited range
- c. Articulation
- d. Dynamics
- e. Rhythmic accuracy
- f. Note accuracy
- g. Ensemble listening
- h. Tuning
- i. Targeted practice techniques
- j. Balance/blend
- k. Rudimentary ear training

Standard L1.MI.P.6: Demonstrate notational literacy, including sight-reading.

Standard L1.MI.P.7: Demonstrate productive rehearsal habits, both as an individual and as an ensemble member.

Standard L1.MI.P.8: Watch and respond appropriately to the conductor and perform with technical accuracy, utilizing appropriate phrasing, dynamics, style, tempo, balance and blend to express ideas and emotions.

Strand 3: RESPOND – Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process.

Standard L1.MI.R.1: Respond to a musical performance by identifying the musical elements within a piece and in a given context, discuss their effect on both listener and performer, and exhibit appropriate performance demeanor and audience concert etiquette.

others and offer specific suggestions for improvement.

- I can reflect and track my progress as a musician.
- I can improvise or create my own ending to a short phrase.
- I can correctly write simple rhythm examples that I hear.
- I can follow the conductor and respond appropriately.

Band 1
Scope and Sequence
2016-2017

<p>Standard L1.MI.R.2: Consider, with guidance, how the use of musical elements helps predict the composer’s possible intent.</p> <p>Standard L1.MI.R.3: Identify and describe, with guidance, the musical and structural elements that contribute to a quality musical work.</p> <p>Standard L1.MI.R.4: Identify and describe, with guidance, the technical and musical skills evident in a quality performance.</p> <p>Standard L1.MI.R.5: Use self-assessment to judge and improve the quality of musical performance.</p> <p>Strand 4: CONNECT – Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p>Standard L1.MI.CO.1: Examine how music relates to personal development and enjoyment of life.</p> <p>Standard L1.MI.CO.2: Self-assess and document personal growth as a musician.</p> <p>Standard L1.MI.CO.3: Experience how music connects us to history, culture, heritage, community, and to other academic subjects.</p> <p>Standard L1.MI.CO.4: Examine, with guidance, how musical works are influenced by the composer’s heritage and experiences.</p>	
<p>Other Content Standards</p>	<p>Resources</p>
<p>Math 6th: Domain – Ratios and Proportional Relationships 6.RP.A – Understand ratio concepts and use ratio reasoning to solve problems.</p> <p>Domain – The Number System 6.NS.A – Apply and extend previous understandings of multiplication and division to divide fractions by fractions.</p> <p>Grade 6: Visual Art – Standard 3: The student will choose and evaluate artistic subject matter, themes, symbols, ideas, meanings, and purposes.</p>	<p>Theory Resources: http://www.musictheory.net http://www.musictechteacher.com/</p> <p>Aurelia music software download: https://www.risingsoftware.com/support/downloads/</p> <p>CSD performance rubric: http://csdarts.weebly.com/arts-forms.html</p>

Band 2
Scope and Sequence
2016-2017

Focus 1: Advanced Music Literacy and Playing Skills Approximately 12 Weeks			
Essential Questions	Key Terms/Vocabulary	Suggested Assessments	Interdisciplinary Connections
<p>What additional musical literacy and instrumental skills are necessary to play more advanced music? What can I do to improve my rehearsal technique?</p>	<ul style="list-style-type: none"> • Syncopation • D.C. al Coda • Accelerando • Eighth rest • Allegretto • Melody • Accompaniment • Staccato • Legato • Tenuto • Cut time (alla breve) 	<ul style="list-style-type: none"> • Listening • Rhythms on board • Method books • Repertoire tests • Scale tests • SmartMusic • CANVAS assignments and quizzes • Worksheets • Observations 	<p>Math: Ratios, fractions</p>
Focused Art Core Standards:			Student Learning Targets
<p>Strand 2: PERFORM: Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of musical works.</p> <p>Standard L1.MI.P.2: With guidance, discuss various elements of a musical work.</p> <p>Standard L1.MI.P.3: With guidance, make appropriate interpretive musical decisions as a soloist/ensemble.</p> <p>Standard L1.MI.P.4: Produce an appropriate tone over a moderate range of the instrument, using correct posture and physical connection to the instruments.</p> <p>Standard L1.MI.P.5: Demonstrate fluency in the following technical performance skills:</p> <ol style="list-style-type: none"> a. Basic major scales b. Chromatic scale with limited range c. Articulation d. Dynamics e. Rhythmic accuracy f. Note accuracy g. Ensemble listening h. Tuning 			<p>Students will be able to...</p> <ul style="list-style-type: none"> • Demonstrate that they understand and can perform syncopated rhythms. • Count written syncopated rhythms using eighth notes and eighth rests. • Count rhythmic examples in cut time. • Identify key signature for concert Ab Major. • Perform Concert Ab Major scale. • Produce appropriate characteristic sound for this level. • Tongue staccato and legato with correct technique appropriate for selected instrument. • Correctly sight-read music rated at a level of 1-1.5.

Band 2
Scope and Sequence
2016-2017

<p>i. Targeted practice techniques j. Balance/blend k. Rudimentary ear training Standard L1.MI.P.6: Demonstrate notational literacy, including sight-reading. Standard L1.MI.P.7: Demonstrate productive rehearsal habits, both as an individual and as an ensemble member. Standard L1.MI.P.8: Watch and respond appropriately to the conductor and perform with technical accuracy, utilizing appropriate phrasing, dynamics, style, tempo, balance and blend to express ideas and emotions.</p>	
<p>Other Content Standards</p>	<p>Resources</p>
<p>Math 6th: Domain – Ratios and Proportional Relationships 6.RP.A – Understand ratio concepts and use ratio reasoning to solve problems. Domain – The Number System 6.NS.A – Apply and extend previous understandings of multiplication and division to divide fractions by fractions.</p>	<p>Theory Resources: http://www.musictheory.net http://www.musictechteacher.com/ Aurelia music software download: https://www.risingsoftware.com/support/downloads/</p>

Band 2
Scope and Sequence
2016-2017

Focus 2: Deepen Skill Development in Playing & Aural Listening Approximately 12 Weeks			
Essential Questions	Key Terms/Vocabulary	Suggested Assessments	Interdisciplinary Connections
<ul style="list-style-type: none"> • What skills and concepts do the students need to enhance in order to improve their current performance level? • What can I do to improve my aural listening skills? 	<ul style="list-style-type: none"> • Continued Mastery of previous key terms and vocabulary. • New terms or vocabulary that is needed to correctly perform selected repertoire. 	<ul style="list-style-type: none"> • Listening • Rhythms on board • Method books • Repertoire tests • Scale tests • SmartMusic • CANVAS assignments and quizzes • Worksheets • Rhythmic dictation 	ELA: Speaking and Listening Math: Fractions and Ratios
Focused Art Core Standards:			Student Learning Targets
<p>Strand 1: CREATE- Students will conceptualize, generate and organize artistic ideas and work. They will complete and refine musical works.</p> <p>Standard L1.MI.CR.1: Listen to a variety of musical styles and ideas.</p> <p>Standard L1.MI.CR.2: Improvise/generate and respond, with guidance, to simple melodic ideas and phrases.</p> <p>Standard L1.MI.CR.3: Develop aural skills.</p> <p>Standard L1.MI.CR.4: With guidance, develop, organize, and notate rhythmic and melodic ideas and phrases with increasing complexity.</p> <p>Standard L1.MI.CR.5: Evaluate and refine musical ideas, applying teacher-provided criteria and, with guidance, using selected elements of music.</p> <p>Standard L1.MI.CR.6: Identify and rehearse skills and concepts that need greater unification for performance.</p> <p>Strand 2: PERFORM: Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of musical works.</p> <p>Standard L1.MI.P.2: With guidance, discuss various elements of a musical work.</p> <p>Standard L1.MI.P.3: With guidance, make appropriate interpretive musical decisions as a soloist/ensemble.</p>			Students will be able to... <ul style="list-style-type: none"> • Identify key signatures for C and G major scales. • Perform Concert C, and G Major scales. • Produce appropriate characteristic sound for this level. • Correctly sight-read music rated at a Level of 1-1.5. • Correctly write simple rhythms that they hear in 2/4, 3/4, and 4/4 time. • Embellish a simple melody. • Identify mistakes in their own performance. • Understand and discuss what makes a quality performance. • Reflect and track personal growth as a musician.

Band 2
Scope and Sequence
2016-2017

<p>Standard L1.MI.P.4: Produce an appropriate tone over a moderate range of the instrument, using correct posture and physical connection to the instruments.</p> <p>Standard L1.MI.P.5: Demonstrate fluency in the following technical performance skills:</p> <ul style="list-style-type: none"> a. Basic major scales b. Chromatic scale with limited range c. Articulation d. Dynamics e. Rhythmic accuracy f. Note accuracy g. Ensemble listening h. Tuning i. Targeted practice techniques j. Balance/blend k. Rudimentary ear training <p>Standard L1.MI.P.6: Demonstrate notational literacy, including sight-reading.</p> <p>Standard L1.MI.P.7: Demonstrate productive rehearsal habits, both as an individual and as an ensemble member.</p> <p>Standard L1.MI.P.8: Watch and respond appropriately to the conductor and perform with technical accuracy, utilizing appropriate phrasing, dynamics, style, tempo, balance and blend to express ideas and emotions.</p> <p>Strand 4: CONNECT – Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p>Standard L2.MC.CO.1: Examine how music relates to personal development and enjoyment of life.</p> <p>Standard L2.MC.CO.2: Self-assess and document personal growth as a musician.</p>	
<p>Other Content Standards</p>	<p>Resources</p>
<p>Grade 7: ELA – Speaking and Listening Standard 1: Engage effectively in a range of collaborative discussions with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>Math 6th: Domain – Ratios and Proportional Relationships 6.RP.A – Understand ratio concepts and use ratio reasoning to solve problems.</p>	<p>Theory Resources:</p> <p>http://www.musictheory.net</p> <p>http://www.musictechteacher.com/</p> <p>Aurelia music software download:</p>

Band 2
Scope and Sequence
2016-2017

Domain – The Number System

6.NS.A – Apply and extend previous understandings of multiplication and division to divide fractions by fractions.

<https://www.risingsoftware.com/support/downloads/>

Band 2
Scope and Sequence
2016-2017

Focus 3: Self-Reflection and Personal Musical Growth Approximately 12 Weeks			
Essential Questions	Key Terms/Vocabulary	Suggested Assessments	Interdisciplinary Connections
<ul style="list-style-type: none"> • What skills and concepts need to be reinforced? • What new concepts and skills need to be introduced? • How can students self-reflect and monitor their own growth as a musician? 	<ul style="list-style-type: none"> • Dotted eighth • Sixteenth notes • Triplet • Maestoso 	<ul style="list-style-type: none"> • Listening • Rhythms on board • Method books • Repertoire tests • Scale tests • SmartMusic • CANVAS assignments and quizzes • Worksheets • Rhythmic dictation • Self-reflections • CSD band rubric 	<p>ELA: Writing Math: Fractions and Ratios</p>
Focused Art Core Standards:			Student Learning Targets
<p>Strand 2: PERFORM: Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of musical works.</p> <p>Standard L1.MI.P.2: With guidance, discuss various elements of a musical work.</p> <p>Standard L1.MI.P.3: With guidance, make appropriate interpretive musical decisions as a soloist/ensemble.</p> <p>Standard L1.MI.P.4: Produce an appropriate tone over a moderate range of the instrument, using correct posture and physical connection to the instruments.</p> <p>Standard L1.MI.P.5: Demonstrate fluency in the following technical performance skills:</p> <ol style="list-style-type: none"> a. Basic major scales b. Chromatic scale with limited range c. Articulation d. Dynamics e. Rhythmic accuracy f. Note accuracy g. Ensemble listening 			<p>Students will be able to...</p> <ul style="list-style-type: none"> • Correctly identify the key signature for Concert D. • Produce appropriate characteristic sound for this level. • Show proficiency in sight-reading Level 1.5 rated music. • Play concert Bb, F, Eb, Ab, C, G, and D Major scales. • Correctly identify, count and play increasingly complex rhythms. • Evaluate their own performance and track their musical growth. • Critique a band performance and identify strengths and weaknesses and make

Band 2
Scope and Sequence
2016-2017

<p>h. Tuning i. Targeted practice techniques j. Balance/blend k. Rudimentary ear training</p> <p>Standard L1.MI.P.6: Demonstrate notational literacy, including sight-reading. Standard L1.MI.P.7: Demonstrate productive rehearsal habits, both as an individual and as an ensemble member. Standard L1.MI.P.8: Watch and respond appropriately to the conductor and perform with technical accuracy, utilizing appropriate phrasing, dynamics, style, tempo, balance and blend to express ideas and emotions.</p> <p>Strand 3: RESPOND – Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process. Standard L1.MI.R.1: Respond to a musical performance by identifying the musical elements within a piece and in a given context, discuss their effect on both listener and performer, and exhibit appropriate performance demeanor and audience concert etiquette. Standard L1.MI.R.2: Consider, with guidance, how the use of musical elements helps predict the composer’s possible intent. Standard L1.MI.R.3: Identify and describe, with guidance, the musical and structural elements that contribute to a quality musical work. Standard L1.MI.R.4: Identify and describe, with guidance, the technical and musical skills evident in a quality performance. Standard L1.MI.R.5: Use self-assessment to judge and improve the quality of musical performance.</p> <p>Strand 4: CONNECT – Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. Standard L2.MC.CO.1: Examine how music relates to personal development and enjoyment of life. Standard L2.MC.CO.2: Self-assess and document personal growth as a musician.</p>	<p>suggestions for improvement.</p> <ul style="list-style-type: none"> • Show proper rehearsal techniques and good concert etiquette.
Other Content Standards	Resources

Band 2
Scope and Sequence
2016-2017

Math 6th: Domain – Ratios and Proportional Relationships

6.RP.A – Understand ratio concepts and use ratio reasoning to solve problems.

Domain – The Number System

6.NS.A – Apply and extend previous understandings of multiplication and division to divide fractions by fractions.

Grade 7 & 8: Dance – Strand 2 Perform, Standard 7-8.D.P.8: Use appropriate etiquette practices during class, rehearsal, and performance; accept and apply feedback.

ELA 7th: Writing Standard 1 – Write arguments to support claims with clear reasons and relevant evidence.

Objective b: Support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

ELA 7th: Writing Standard 2 – Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Objective d: Use precise language and domain-specific vocabulary to inform about or explain the topic.

Theory Resources:

<http://www.musictheory.net>

<http://www.musictechteacher.com/>

Aurelia music software download:

<https://www.risingsoftware.com/support/downloads/>

CSD performance rubric:

<http://csdarts.weebly.com/arts-forms.html>

Choir/Vocal Music Effective Practices

	Choir/Vocal Music Classroom Specific Best Practices OTR's – Singing, Vocalizing, Active Listening, Literacy Components (Reading Music, Writing)	Ineffective or Out-dated Strategies
Warm-Ups	Vocal exercises that focus on specific skills such as: expanding vocal range, diction, vowel production, dynamic expression, blend, airflow, articulation pitch matching, etc.	Students listen most of the time and do very little vocalizing or singing
	Usually lasts anywhere from 3-10 min. depending upon objective	Less than 2 minutes with no clear objective for the exercises stated
	I can statements (lesson objectives) are explained, referenced, and targeted throughout lesson	Students don't know what they are expected to know or do and why
Skill Building	<p style="text-align: center;">Examples include any of the following:</p> <ul style="list-style-type: none"> Rhythm practice (clapping/tapping rhythms, counting out loud or silently, speaking text in rhythm) Music literacy (all things pertaining to reading the music) Vocal Technique (posture training, correct breathing, vowel shapes, chest and head voice) Aural & Listening skills (pitch training, ear training, etc) Any of these can happen during the rehearsal of a song 	Music rehearsal lacks focus on building skills, Just singing through songs with no instruction or correction
Music Rehearsal	I can statements (song objectives) are explained, referenced, and targeted throughout rehearsing a piece of music	No specific focus or objective(s) for each song
	Objectives include learning correct notes/pitches, rhythms, diction, blend, dynamics, phrasing, etc.	Students just sing through song with no feedback
	Small group instruction evident (one section at a time for brief periods as needed)	Rehearsal is WHOLE group (all singing) all the time with no rehearsal of individual groups
	Discovering meaning and making personal connections with the text	Meaning of text never discussed or mentioned
	Teacher models as needed, students follow conductor	Teacher does not model for students
Student Production	Students are actively engaged in singing & music making Teacher guides and listens for feedback	Students spend the majority of the time listening Teacher does all the talking Many students not singing when they should
	Students are actively following the printed music and making written marks where appropriate	Students learning songs by rote, no effort to read music evident
	Students are watching conductors cues and responding appropriately	Students not watching or responding to conductor
Assessment	Formative assessment & feedback (through listening & observation) takes place constantly throughout the class Feedback cycle example: throughout the class period, teacher will be listening, give corrections, student(s) sings again, teacher offers feedback, repeat as necessary	Little or no feedback from the teacher Teacher does not stop and make corrections when necessary
	Assessments in various forms depending upon objective: Individual student, ensemble, written, verbal, singing, video, etc.	Assessment whole ensemble only, No attention to individual student assessment or feedback
	Grades are based on what students can DO with music skills: what they understand and can perform	Grades are based on attendance and effort
	Grades are based on a rubric familiar to students	No rubric is used

Beginning Choir
Scope and Sequence
2016-17

Focus 1: Basic Rehearsal Techniques Approximately 5 Weeks			
Essential Questions	Key Terms/Vocabulary	Suggested Assessments	Interdisciplinary Connections
<ul style="list-style-type: none"> • How consistently do I sing with correct posture? • How consistently do I use proper breath support? • How consistently do I inhale through an open throat? • How consistently am I attentive and focused on learning and improving during rehearsals? 	<ul style="list-style-type: none"> • Posture • Airflow • Diaphragm • Expand • Inhale • Attentive 	<ul style="list-style-type: none"> • Teacher observation of student posture while singing. • Written quiz on posture. • Teacher visual/aural observation of breathing skills. • Written quiz on breathing. • Teacher observation of student behavior during rehearsal. • Student self-assessment of rehearsal techniques. • 	<ul style="list-style-type: none"> • Posture/Body use connections with band, gym, dance, theater, etc. • Science connections with physical/vocal anatomy and sound. • School-wide behavior PBIS reinforced and taught through rehearsal etiquette.
Focused Art Core Standards:			Student Learning Targets
<p>Strand 2: PERFORM Students will analyze, interpret and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of musical works.</p> <p>Standard L1.MC.P.1: Select appropriate music, with limited guidance, to perform for a short solo or ensemble performance, and explain why each was chosen.</p> <p>Standard L1.MC.P.2: Discuss, with guidance, various elements of a musical work such as form, phrasing, and style.</p> <p>Standard L1.MC.P.3: Sing with an appropriate tone over an appropriate range with consideration of the following skills in combination:</p>			<ul style="list-style-type: none"> • I can sing with correct posture. • I can use proper breath support. • I can inhale quietly through an open throat. • I can be attentive and in rehearsals and focus on improving my skills.

Beginning Choir
Scope and Sequence
2016-17

<p>a. Vowels and Diction b. Intonation c. Placement d. Correct breathing and singing posture e. Vocal physiology and vocal care f. Flow phonation</p> <p>Standard L1.MC.P.4: Demonstrate technical performance skills by singing correct pitches and rhythms in skill appropriate literature.</p> <p>Standard L1.MC.P.5: Demonstrate notational literacy in correctly sight-singing simple melodies, harmonies, and rhythms.</p> <p>Standard L1.MC.P.6: Demonstrate productive rehearsal habits, both as an individual and as an ensemble member.</p> <p>Standard L1.MC.P.7: Perform an artistic work with technical accuracy, responding appropriately to the conductor and using musical elements to express ideas and emotions.</p>	
Other Content Standards	Resources
<p>Grade 7 & 8: Dance – Strand 2 Perform, Standard 7-8.D.P.4: Evaluate personal healthful practices in dance activities and everyday life, including nutrition and injury prevention.</p> <p>Grade 7 & 8: Dance – Strand 2 Perform, Standard 7-8.D.P.8: Use appropriate etiquette practices during class, rehearsal, and performance; accept and apply feedback.</p> <p>Grade 7: Health – Standard 2, Objective 2: Analyze how physical activity benefits overall health.</p> <p>Grade 6: Science – Standard 6: Objective 3: Describe the production of sound in terms of vibration of objects that create vibrations in other materials.</p> <p>A – Describe how sound is made from vibration and moves in all directions from the source in waves.</p> <p>B – Explain the relationship of the size and shape of a vibrating object to the pitch of the sound produced.</p> <p>C – Relate the volume of a sound to the amount of energy used to create the vibration of the object producing the sound.</p>	<p>Videos of Vocal Anatomy https://www.youtube.com/watch?v=Gv4evDGLgiQ</p> <p>https://www.youtube.com/watch?v=Up0XecWC5Dw</p> <p>https://www.youtube.com/watch?v=9Tlpkdq8a8c</p> <p>Breathing: https://www.youtube.com/watch?v=5djAyb8STOs</p>

Beginning Choir
Scope and Sequence
2016-17

Theory Resources:

<http://www.opusmusicworksheets.com/music-speed-tests/>

<http://www.musictheory.net>

Beginning Choir
Scope and Sequence
2016-17

Focus 2: Music Literacy and Vocal Care Approximately 5 Weeks			
Essential Questions	Key Terms/Vocabulary	Suggested Assessments	Interdisciplinary Connections
<ul style="list-style-type: none"> • How consistently do I sing following the contour of the music? • How accurately do I sight-read basic melodies? • How accurately do I read basic rhythms? • How consistently do I match the correct pitch? • How can I use my voice healthily? 	<ul style="list-style-type: none"> • Contour • Staff • Line notes • Space notes • Rhythm • Quarter Note • Half Note • Whole Note • Eighth Note • Rest • Clef • Duration • Larynx • Pitch • Listening • Sharp • Flat 	<ul style="list-style-type: none"> • Following the music with their finger. • Written quiz on following the music. • Performances of sight-reading exercises – can be done individually, in small groups, or as a class. • Aural observation of pitch matching in students. • Smart Music assessments of matching pitch. 	<ul style="list-style-type: none"> • Science connections with sound waves/frequency/etc. • Healthy voice connections with health classes • Confident self-expression tie-ins to ELA, debate, social studies classes.
Focused Art Core Standards:			Student Learning Targets
<p>Strand 2: PERFORM Students will analyze, interpret and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of musical works.</p> <p>Standard L1.MC.P.1: Select appropriate music, with limited guidance, to perform for a short solo or ensemble performance, and explain why each was chosen.</p> <p>Standard L1.MC.P.2: Discuss, with guidance, various elements of a musical work such as form, phrasing, and style.</p> <p>Standard L1.MC.P.3: Sing with an appropriate tone over an appropriate range with consideration of the following skills in combination:</p>			<ul style="list-style-type: none"> • I can follow the contour of the music. • I can sight-read simple, step-wise melodies. • I can sight-read basic rhythms. • I can match the correct pitch and sing in tune. • I understand basic vocal anatomy, how it contributes to

Beginning Choir
Scope and Sequence
2016-17

<p>a. Vowels and Diction b. Intonation c. Placement d. Correct breathing and singing posture e. Vocal physiology and vocal care f. Flow phonation</p> <p>Standard L1.MC.P.4: Demonstrate technical performance skills by singing correct pitches and rhythms in skill appropriate literature.</p> <p>Standard L1.MC.P.5: Demonstrate notational literacy in correctly sight-singing simple melodies, harmonies, and rhythms.</p> <p>Standard L1.MC.P.6: Demonstrate productive rehearsal habits, both as an individual and as an ensemble member.</p> <p>Standard L1.MC.P.7: Perform an artistic work with technical accuracy, responding appropriately to the conductor and using musical elements to express ideas and emotions.</p>	<p>sound, and how to keep my voice healthy.</p>
<p>Other Content Standards</p>	<p>Resources</p>
<p>Grade 7: Health – Standard 2, Objective 2: Analyze how physical activity benefits overall health.</p> <p>Grade 6: Science – Standard 6: Objective 3: Describe the production of sound in terms of vibration of objects that create vibrations in other materials.</p> <p>A – Describe how sound is made from vibration and moves in all directions from the source in waves.</p> <p>B – Explain the relationship of the size and shape of a vibrating object to the pitch of the sound produced.</p> <p>C – Relate the volume of a sound to the amount of energy used to create the vibration of the object producing the sound.</p> <p>Grade 6: ELA – Standard 3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. Objective B: Maintain consistency in style and tone.</p>	<p>Videos of Vocal Anatomy https://www.youtube.com/watch?v=Gv4evDGLgJQ</p> <p>https://www.youtube.com/watch?v=UpOXecWC5Dw</p> <p>https://www.youtube.com/watch?v=9Tlpkdq8a8c</p> <p>Theory Resources http://www.opusmusicworksheets.com/music-speed-tests/</p> <p>http://www.musictheory.net</p>

Beginning Choir
Scope and Sequence
2016-17

Focus 3: Sing Harmonic Parts and Sight Read Approximately 5 Weeks			
Essential Questions	Key Terms/Vocabulary	Suggested Assessments	Interdisciplinary Connections
<ul style="list-style-type: none"> • How consistently can I sing using correct solfege syllables? • How accurately can I sight sing intervals and melodic passages? • How consistently can I sight sing intervals and melodic passages? • How accurately and consistently can I sing my harmony part? 	<ul style="list-style-type: none"> • Soprano • Alto • Tenor • Bass • Harmony • Melody • Accompaniment • Sight Sing • Solfege • Note Names • Note Values • Rest Values • Rhythm • Treble Clef • Bass Clef 	<ul style="list-style-type: none"> • Written Test on music notation. • Daily sight singing exercises • Sectional group singing assessments • Individual sight reading assessments 	<ul style="list-style-type: none"> • Literacy skill learning: reading and sight reading • Math: rhythmic reading
Focused Art Core Standards:			Student Learning Targets
<p>Strand 2: PERFORM Students will analyze, interpret and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of musical works.</p> <p>Standard L1.MC.P.1: Select appropriate music, with limited guidance, to perform for a short solo or ensemble performance, and explain why each was chosen.</p> <p>Standard L1.MC.P.2: Discuss, with guidance, various elements of a musical work such as form, phrasing, and style.</p> <p>Standard L1.MC.P.3: Sing with an appropriate tone over an appropriate range with consideration</p>			<ul style="list-style-type: none"> • I can audiate and sing my harmony part. • I can sight read simple, step-wise melodies. • I can sight read simple intervals • I can sight read basic rhythms. • I can identify octaves, fifth and thirds and unison by sight and by listening.

Beginning Choir
Scope and Sequence
2016-17

<p>of the following skills in combination:</p> <ul style="list-style-type: none"> a. Vowels and Diction b. Intonation c. Placement d. Correct breathing and singing posture e. Vocal physiology and vocal care f. Flow phonation <p>Standard L1.MC.P.4: Demonstrate technical performance skills by singing correct pitches and rhythms in skill appropriate literature.</p> <p>Standard L1.MC.P.5: Demonstrate notational literacy in correctly sight-singing simple melodies, harmonies, and rhythms.</p> <p>Standard L1.MC.P.6: Demonstrate productive rehearsal habits, both as an individual and as an ensemble member.</p> <p>Standard L1.MC.P.7: Perform an artistic work with technical accuracy, responding appropriately to the conductor and using musical elements to express ideas and emotions.</p>	
<p>Other Content Standards</p>	<p>Resources</p>
<p>Grade 6: Math - Domain – Ratios and Proportional Relationships</p> <p>6.RP.A – Understand ratio concepts and use ratio reasoning to solve problems. Domain – The Number System</p> <p>6.NS.A – Apply and extend previous understandings of multiplication and division to divide fractions by fractions.</p> <p>Grade 7: ELA – Reading: Literature Standard 4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>Grade 7: ELA – Speaking and Listening Standard 4: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>Theory Resources http://www.opusmusicworksheets.com/music-speed-tests/ http://www.musictheory.net</p> <p>Solfege Resources https://gracemusic.us/wp-content/uploads/2013/08/solfege_hand_signs.pdf http://www.kodaly.org.au/wp-content/uploads/2015/12/handsign.pdf</p>

Beginning Choir
Scope and Sequence
2016-17

Focus 4: Tone and Diction Production, and Listening Skills Approximately 5 Weeks			
Essential Questions	Key Terms/Vocabulary	Suggested Assessments	Interdisciplinary Connections
<ul style="list-style-type: none"> • How consistently can I hear when a group is out of balance and offer suggestions for correction? • How consistently can I sing with tall rounded vowels and strong consonants? • How accurately can I identify and sing with appropriate tone? 	<ul style="list-style-type: none"> • Breath • Placement • Tone Color • Resonance • Support • Diction • Enunciation • Precision • Consonants • Vowels • Diphthong • Weak Syllable • Strong Syllable • Aural Skills • Discover Meaning • Instrumentation 	<ul style="list-style-type: none"> • Aural listening assessments • Video Recordings • Tone and Diction focused warm-ups • Written Assignments or questionnaire • Listening: Analyze Classroom Discussion 	<ul style="list-style-type: none"> • Language Arts: Diction • Listening: Literacy, (when assessed through written assignments) • Critical Thinking: Language Arts • Tone: Science, properties of science and sound waves.
Focused Art Core Standards:			Student Learning Targets
<p>Strand 2: PERFORM Students will analyze, interpret and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of musical works.</p> <p>Standard L1.MC.P.1: Select appropriate music, with limited guidance, to perform for a short solo or ensemble performance, and explain why each was chosen.</p> <p>Standard L1.MC.P.2: Discuss, with guidance, various elements of a musical work such as form, phrasing, and style.</p> <p>Standard L1.MC.P.3: Sing with an appropriate tone over an appropriate range with consideration of the following skills in combination:</p>			<ul style="list-style-type: none"> • I can hear when a group is out of balance and offer suggestions for correction. • I can identify differences in articulation: accents, legato, staccato. • I can sing with tall rounded vowels and strong consonants. • I can identify different tone qualities.

Beginning Choir
Scope and Sequence
2016-17

<p>a. Vowels and Diction b. Intonation c. Placement d. Correct breathing and singing posture e. Vocal physiology and vocal care f. Flow phonation</p> <p>Standard L1.MC.P.4: Demonstrate technical performance skills by singing correct pitches and rhythms in skill appropriate literature.</p> <p>Standard L1.MC.P.5: Demonstrate notational literacy in correctly sight-singing simple melodies, harmonies, and rhythms.</p> <p>Standard L1.MC.P.6: Demonstrate productive rehearsal habits, both as an individual and as an ensemble member.</p> <p>Standard L1.MC.P.7: Perform an artistic work with technical accuracy, responding appropriately to the conductor and using musical elements to express ideas and emotions.</p> <p>Strand 3: RESPOND Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process.</p>	
Other Content Standards	Resources
<p>Grade 7: ELA – Reading: Literature Standard 4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>Grade 7: ELA – Speaking and Listening Standard 4: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>Grade 7: ELA – Language Standard 4a: Use context (e.g., the overall meaning of a sentence or paragraph; a words’ position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>Grade 7: ELA – Language Standard 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>Example of Balance issues: https://www.youtube.com/watch?v=PjSQGGp8Rzo</p> <p>Articulation video: https://www.youtube.com/watch?v=mhWceQSuXzQ</p> <p>Diction video:</p>

Beginning Choir
Scope and Sequence
2016-17

Grade 6: Science – Standard 6: Objective 3: Describe the production of sound in terms of vibration of objects that create vibrations in other materials.

A – Describe how sound is made from vibration and moves in all directions from the source in waves.

B – Explain the relationship of the size and shape of a vibrating object to the pitch of the sound produced.

C – Relate the volume of a sound to the amount of energy used to create the vibration of the object producing the sound.

<https://www.youtube.com/watch?v=mhWceQSuXzQ>

Beginning Choir
Scope and Sequence
2016-17

Focus 5: Performance and Self-Assessment
Approximately 5 Weeks

Essential Questions	Key Terms/Vocabulary	Suggested Assessments	Interdisciplinary Connections
<ul style="list-style-type: none"> • How accurately can I perform varying levels of loud and soft as required in the music and by the conductor? • How accurately can I perform different tempos? • How accurately can I perform various style markings in a piece of music and understand their meaning? • How accurately and honestly can I evaluate the quality of my performance? 	<ul style="list-style-type: none"> • Dynamics: <i>pp, p, mp, mf, f, ff</i> crescendo, decrescendo, diminuendo • Tempo: accelerando, ritardando, a tempo, fermata • Articulation: accent, legato, staccato, slur 	<ul style="list-style-type: none"> • Listening and comparing examples. • Festival/Assessment Rubric analysis • Recording of themselves 	<ul style="list-style-type: none"> • School-wide Literacy • Personal Growth and Career Readiness

Focused Art Core Standards:

Student Learning Targets

Beginning Choir
Scope and Sequence
2016-17

Strand 2: PERFORM

Students will analyze, interpret and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of musical works.

Standard L1.MC.P.1: Select appropriate music, with limited guidance, to perform for a short solo or ensemble performance, and explain why each was chosen.

Standard L1.MC.P.2: Discuss, with guidance, various elements of a musical work such as form, phrasing, and style.

Standard L1.MC.P.3: Sing with an appropriate tone over an appropriate range with consideration of the following skills in combination:

- a. Vowels and Diction
- b. Intonation
- c. Placement
- d. Correct breathing and singing posture
- e. Vocal physiology and vocal care
- f. Flow phonation

Standard L1.MC.P.4: Demonstrate technical performance skills by singing correct pitches and rhythms in skill appropriate literature.

Standard L1.MC.P.5: Demonstrate notational literacy in correctly sight-singing simple melodies, harmonies, and rhythms.

Standard L1.MC.P.6: Demonstrate productive rehearsal habits, both as an individual and as an ensemble member.

Standard L1.MC.P.7: Perform an artistic work with technical accuracy, responding appropriately to the conductor and using musical elements to express ideas and emotions.

Strand 3: RESPOND – Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process.

Standard L2.MC.R.1: Respond to a musical performance by identifying the musical elements within a piece and in a given context, discussing their effect on both listener and performer, and exhibiting appropriate performance demeanor and audience concert etiquette.

Standard L2.MC.R.2: Identify and discuss how musical elements are embedded within a musical

- I can accurately perform varying levels of loud and soft as required in the music and by my conductor.
- I can accurately perform different tempos.
- I can accurately perform various style markings in a piece of music and understand their meaning.
- I can accurately perform the differences and nuances as I polish a prepared piece.
- I can accurately and honestly evaluate the quality of my performance.

Beginning Choir
Scope and Sequence
2016-17

<p>work to express possible meanings, and consider how the use of musical elements helps predict the composer’s possible intent.</p> <p>Standard L2.MC.R.3: Identify and describe the musical and structural elements that contribute to a quality musical work.</p> <p>Standard L2.MC.R.4: Identify and describe the technical and musical skills evident in a quality performance.</p> <p>Standard L2.MC.R.5: Judge and improve the quality of student’s own musical performance using self-assessment.</p> <p>Strand 4: CONNECT – Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p>Standard L2.MC.CO.1: Examine how music relates to personal development and enjoyment of life.</p> <p>Standard L2.MC.CO.2: Self-assess and document personal growth as a musician.</p> <p>Standard L2.MC.CO.3: Experience how music connects us to history, culture, heritage, community, and to other academic subjects.</p>	
<p>Other Content Standards</p>	<p>Resources</p>
<p>Grade 7: ELA – Reading: Literature Standard 4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>Grade 7: ELA – Speaking and Listening Standard 4: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>Grade 7: ELA – Language Standard 4a: Use context (e.g., the overall meaning of a sentence or paragraph; a words’ position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>Grade 7: ELA – Language Standard 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>Canyons District Festival/Assessment Rubric:</p> <p>http://csdarts.weebly.com/arts-forms.html</p> <p>Dynamics:</p> <p>https://www.youtube.com/watch?v=zhc_46wrj3U</p>

Beginning Choir
Scope and Sequence
2016-17

Focus 6: Sight-reading and Creation Approximately 5 Weeks			
Essential Questions	Key Terms/Vocabulary	Suggested Assessments	Interdisciplinary Connections
<ul style="list-style-type: none"> • How accurately can I sight-read a piece of music singing the correct rhythms and pitches? • How accurately can I identify written & aural intervals? • How accurately can I sing variations of simple rhythms and pitches? • Can I improvise/create simple rhythms and pitches? • How do different cultures affect various musical styles? 	<ul style="list-style-type: none"> • step-wise • whole-step • half-step • interval • solfege • pitch • rhythm 	<ul style="list-style-type: none"> • Written and performed rhythm creation Project • Sight-singing assessments • Online interval testing 	<ul style="list-style-type: none"> • Math • Art • History • World Cultures • ELA
Focused Art Core Standards:			Student Learning Targets
<p>Strand 1: CREATE- Students will conceptualize, generate and organize artistic ideas and work. They will complete and refine musical works.</p> <p>Standard L2.MC.CR.3: Improvise/generate rhythmic, melodic, and harmonic ideas and phrases in two or more parts.</p> <p>Standard L2.MC.CR.4: Develop aural skills: intervals, major/minor modality, rhythmic with melodic dictation.</p> <p>Standard L2.MC.CR.6: Evaluate musical ideas, with teacher provided criteria, and identify and rehearse elements of musical expression that lead to a creative interpretation of a musical work.</p>			<ul style="list-style-type: none"> • I can accurately sight-read a piece of music singing the correct rhythms and pitches. • I can accurately identify written & aural intervals. • I can accurately sing variations of simple rhythms and pitches. • I can improvise/create simple rhythms and pitches.

Beginning Choir
Scope and Sequence
2016-17

<p>Strand 3: RESPOND – Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process.</p> <p>Standard L2.MC.R.1: Respond to a musical performance by identifying the musical elements within a piece and in a given context, discussing their effect on both listener and performer, and exhibiting appropriate performance demeanor and audience concert etiquette.</p> <p>Standard L2.MC.R.2: Identify and discuss how musical elements are embedded within a musical work to express possible meanings, and consider how the use of musical elements helps predict the composer’s possible intent.</p> <p>Standard L2.MC.R.3: Identify and describe the musical and structural elements that contribute to a quality musical work.</p> <p>Standard L2.MC.R.4: Identify and describe the technical and musical skills evident in a quality performance.</p> <p>Standard L2.MC.R.5: Judge and improve the quality of student’s own musical performance using self-assessment.</p> <p>Strand 4: CONNECT – Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p>Standard L2.MC.CO.1: Examine how music relates to personal development and enjoyment of life.</p> <p>Standard L2.MC.CO.2: Self-assess and document personal growth as a musician.</p> <p>Standard L2.MC.CO.3: Experience how music connects us to history, culture, heritage, community, and to other academic subjects.</p> <p>Standard L2.MC.CO.4: Demonstrate an understanding of how musical works are influenced by the composer’s heritage and experiences.</p>	<ul style="list-style-type: none"> • I can analyze the meaning of a piece of music and articulate my thoughts.
Other Content Standards	Resources
<p>Grade 6: Math - Domain – Ratios and Proportional Relationships</p> <p>6.RP.A – Understand ratio concepts and use ratio reasoning to solve problems.</p> <p>Domain – The Number System</p> <p>6.NS.A – Apply and extend previous understandings of multiplication and division to divide</p>	<p>Theory Resources</p> <p>http://www.opusmusicworksheets.com/music-speed-tests/</p>

Beginning Choir
Scope and Sequence
2016-17

fractions by fractions.

Grade 7: ELA – Reading: Literature Standard 4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

Grade 7: ELA – Speaking and Listening Standard 4: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Grade 7: ELA – Language Standard 4a: Use context (e.g., the overall meaning of a sentence of paragraph; a words' position or function in a sentence) as a clue to the meaning of a word or phrase.

Grade 7: ELA – Language Standard 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Grade 6: Visual Art – Standard 3: The student will choose and evaluate artistic subject matter, themes, symbols, ideas, meanings, and purposes.

Grade 6: Social Studies – Standard 1: Students will understand how ancient civilizations developed and how they contributed to the current state of the world.

Grade 7: Social Studies – Standard 5: Students will understand the diverse nature of Utah's peoples and cultures.

<http://www.musictheory.net>

http://www.musictechteacher.com/music_worksheets/worksheets.htm

Solfege Resources

https://gracemusic.us/wp-content/uploads/2013/08/solfege_h_and_signs.pdf

<http://www.kodaly.org.au/wp-content/uploads/2015/12/handsign.pdf>

Advanced Choir
Scope and Sequence
2016-2017

Focus 1: Basic Rehearsal Techniques and Literacy
Approximately 5 - 6 Weeks

Focus 1: Basic Rehearsal Techniques and Literacy Approximately 5 - 6 Weeks			
Essential Questions	Key Terms/Vocabulary	Suggested Assessments	Interdisciplinary Connections
<ul style="list-style-type: none"> • How consistently do I sing with correct posture? • How consistently do I use proper breath support? • How consistently do I inhale through an open throat? • How consistently am I attentive and focused on learning and improving in rehearsals? • How accurately do I read basic rhythms? • How consistently do I match the correct pitch? 	<ul style="list-style-type: none"> • Posture • Airflow • Diaphragm • Expand • Inhale • Attentive • Contour • Line note • Space note • Half note • Eighth note • Duration • Rest • Clef • Staff • Quarter note • Whole note • Rhythm 	<ul style="list-style-type: none"> • Teacher observation of student posture while singing. • Written quiz on posture. • Teacher visual/aural observation of breathing skills. • Written quiz on breathing. • Teacher observation of student rehearsal techniques. • Student self-assessment of rehearsal techniques. • Aural observation of pitch matching in students. • Smart Music assessments of matching pitch. 	<ul style="list-style-type: none"> • Posture/Body use connections with instrumental music, gym, dance, theatre, etc. • Science connections with physical/vocal anatomy. • School-wide behavior techniques taught through rehearsal etiquette. • Math fractions for notation.
Focused Art Core Standards:			Student Learning Targets
<p><u>Strand 2: PERFORM</u> Students will analyze, interpret and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of musical works.</p> <p>Standard L1.MC.P.1: Select appropriate music, with limited guidance, to perform for a short solo or ensemble performance, and explain why each was chosen.</p>			<ul style="list-style-type: none"> • I can consistently sing with correct posture. • I can consistently use proper breath support. • I can consistently inhale quietly through an open throat.

Advanced Choir
Scope and Sequence
2016-2017

<p>Standard L1.MC.P.2: Discuss, with guidance, various elements of a musical work such as form, phrasing, and style.</p> <p>Standard L1.MC.P.3: Sing with an appropriate tone over an appropriate range with consideration of the following skills in combination:</p> <ol style="list-style-type: none"> a. Vowels and Diction b. Intonation c. Placement d. Correct breathing and singing posture e. Vocal physiology and vocal care f. Flow phonation <p>Standard L1.MC.P.4: Demonstrate technical performance skills by singing correct pitches and rhythms in skill appropriate literature.</p> <p>Standard L1.MC.P.5: Demonstrate notational literacy in correctly sight-singing simple melodies, harmonies, and rhythms.</p> <p>Standard L1.MC.P.6: Demonstrate productive rehearsal habits, both as an individual and as an ensemble member.</p> <p>Standard L1.MC.P.7: Perform an artistic work with technical accuracy, responding appropriately to the conductor and using musical elements to express ideas and emotions.</p>	<ul style="list-style-type: none"> • I can consistently be attentive in rehearsals with a focus on improving my skills. • I can consistently match pitch. • I can consistently use basic notation.
Other Content Standard	Resources
<p>Grade 7 & 8: Dance – Strand 2 Perform, Standard 7-8.D.P.4: Evaluate personal healthful practices in dance activities and everyday life, including nutrition and injury prevention.</p> <p>Grade 7 & 8: Dance – Strand 2 Perform, Standard 7-8.D.P.8: Use appropriate etiquette practices during class, rehearsal, and performance; accept and apply feedback.</p> <p>Grade 7: Health – Standard 2, Objective 2: Analyze how physical activity benefits overall health.</p> <p>Grade 6: Science – Standard 6: Objective 3: Describe the production of sound in terms of vibration of objects that create vibrations in other materials.</p> <p>A – Describe how sound is made from vibration and moves in all directions from the source in waves.</p>	<p>Theory Resources: http://www.opusmusicworksheets.com/music-speed-tests/ http://www.musictheory.net</p> <p>Videos of Vocal Anatomy https://www.youtube.com/watch?v=Gv4evDGLgJQ</p>

Advanced Choir
Scope and Sequence
2016-2017

B – Explain the relationship of the size and shape of a vibrating object to the pitch of the sound produced.

C – Relate the volume of a sound to the amount of energy used to create the vibration of the object producing the sound.

Grade 7 & 8: ELA – Speaking and Listening Standard 4: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Grade 6: Math - Domain – Ratios and Proportional Relationships

6.RP.A – Understand ratio concepts and use ratio reasoning to solve problems.

Domain – The Number System

6.NS.A – Apply and extend previous understandings of multiplication and division to divide fractions by fractions.

<https://www.youtube.com/watch?v=UpOXecWC5Dw>

<https://www.youtube.com/watch?v=9Tlpkdq8a8c>

<https://www.facebook.com/guardianscience/videos>

Breathing:

<https://www.youtube.com/watch?v=5djAyb8STOs>

Advanced Choir
Scope and Sequence
2016-2017

Focus 2: Musical Literacy and Vocal Care
Approximately 5 - 6 Weeks

Essential Questions	Key Terms/Vocabulary	Suggested Assessments	Interdisciplinary Connections
<ul style="list-style-type: none"> • How consistently can I sing in musical phrases with varying dynamics? • How can I use my voice healthily? 	<ul style="list-style-type: none"> • Larynx • Soft Palate • Hard Palate • Pitch • Listening • Sharp • Flat • Phrasing • Dynamics • Crescendo • Decrescendo • Diminuendo • <i>Mezzo Piano</i> • <i>Piano</i> • <i>Pianissimo</i> • <i>Fortissimo</i> • <i>Forte</i> • <i>Mezzo Forte</i> 	<ul style="list-style-type: none"> • Written quiz on following the music. • Performances of sight-reading exercises individually, in small groups, or as a class. 	<ul style="list-style-type: none"> • Science connections with sound waves/frequency/etc. • Healthy voice connections with health classes. • Confident self expression tie-ins to ELA, debate, social studies classes.
Focused Art Core Standards:			Student Learning Targets
<p><u>Strand 2: PERFORM</u> Students will analyze, interpret and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of musical works.</p> <p>Standard L1.MC.P.1: Select appropriate music, with limited guidance, to perform for a short solo or ensemble performance, and explain why each was chosen.</p>			<ul style="list-style-type: none"> • I can understand basic vocal anatomy, how it contributes to sound, and how to keep my voice healthy. • I can sing in musical phrases with varying dynamics.

Advanced Choir
Scope and Sequence
2016-2017

<p>Standard L1.MC.P.2: Discuss, with guidance, various elements of a musical work such as form, phrasing, and style.</p> <p>Standard L1.MC.P.3: Sing with an appropriate tone over an appropriate range with consideration of the following skills in combination:</p> <ol style="list-style-type: none"> a. Vowels and Diction b. Intonation c. Placement d. Correct breathing and singing posture e. Vocal physiology and vocal care f. Flow phonation <p>Standard L1.MC.P.4: Demonstrate technical performance skills by singing correct pitches and rhythms in skill appropriate literature.</p> <p>Standard L1.MC.P.5: Demonstrate notational literacy in correctly sight-singing simple melodies, harmonies, and rhythms.</p> <p>Standard L1.MC.P.6: Demonstrate productive rehearsal habits, both as an individual and as an ensemble member.</p> <p>Standard L1.MC.P.7: Perform an artistic work with technical accuracy, responding appropriately to the conductor and using musical elements to express ideas and emotions.</p>	<ul style="list-style-type: none"> • I can sight sing simple melodies. • I can sight sing simple intervals. • I can demonstrate confidence in my poise, demeanor, and singing ability.
<p>Other Content Standards</p>	<p>Resources</p>
<p>Grade 7 & 8: Dance – Strand 2 Perform, Standard 7-8.D.P.4: Evaluate personal healthful practices in dance activities and everyday life, including nutrition and injury prevention.</p> <p>Grade 7 & 8: Dance – Strand 2 Perform, Standard 7-8.D.P.8: Use appropriate etiquette practices during class, rehearsal, and performance; accept and apply feedback.</p> <p>Grade 7: Health – Standard 2, Objective 2: Analyze how physical activity benefits overall health.</p> <p>Grade 6: Science – Standard 6: Objective 3: Describe the production of sound in terms of vibration of objects that create vibrations in other materials.</p> <p>A – Describe how sound is made from vibration and moves in all directions from the source in waves.</p> <p>B – Explain the relationship of the size and shape of a vibrating object to the pitch of the sound produced.</p>	<p>Videos of Vocal Anatomy https://www.youtube.com/watch?v=Gv4evDGLgjQ</p> <p>https://www.youtube.com/watch?v=UpOXecWC5Dw</p> <p>https://www.youtube.com/watch?v=9Tlpkdq8a8c</p> <p>Theory Resources</p>

Advanced Choir
Scope and Sequence
2016-2017

C – Relate the volume of a sound to the amount of energy used to create the vibration of the object producing the sound.

Grade 7 & 8: ELA – Speaking and Listening Standard 4: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

<http://www.opusmusicworksheets.com/music-speed-tests/>

<http://www.musictheory.net>

Advanced Choir
Scope and Sequence
2016-2017

Focus 3: Ensemble Blend and Musicality Approximately 5 - 6 Weeks			
Essential Questions	Key Terms/Vocabulary	Suggested Assessments	Interdisciplinary Connections
<ul style="list-style-type: none"> • How consistently do I use proper breath support to carry through longer phrases? • How consistently can I use proper diction and vowel production and be able to blend within the ensemble? 	<ul style="list-style-type: none"> • Soprano • Alto • Tenor • Bass • Harmony • Melody • Accompaniment • Blend • Balance • Vowels • Ensemble 	<ul style="list-style-type: none"> • Written Test on music notation. • Daily sight singing exercises. • Sectional group singing assessments. • Individual sight-reading assessments. 	<ul style="list-style-type: none"> • Science connections with sound waves/frequency/etc. • English connections with line of poetry and phrasing. • Theatre connections to voice.
Focused Art Core Standards:			Student Learning Targets
<p><u>Strand 2: PERFORM</u> Students will analyze, interpret and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of musical works.</p> <p>Standard L1.MC.P.1: Select appropriate music, with limited guidance, to perform for a short solo or ensemble performance, and explain why each was chosen.</p> <p>Standard L1.MC.P.2: Discuss, with guidance, various elements of a musical work such as form, phrasing, and style.</p> <p>Standard L1.MC.P.3: Sing with an appropriate tone over an appropriate range with consideration of the following skills in combination:</p> <ol style="list-style-type: none"> a. Vowels and Diction b. Intonation c. Placement 			<ul style="list-style-type: none"> • I can consistently use proper breath support that can carry through longer phrases. • I can consistently perform a variety of dynamic ranges and tempos. • I can understand and consistently use proper diction and vowel production and be able to blend within the ensemble.

Advanced Choir
Scope and Sequence
2016-2017

<p>d. Correct breathing and singing posture e. Vocal physiology and vocal care f. Flow phonation</p> <p>Standard L1.MC.P.4: Demonstrate technical performance skills by singing correct pitches and rhythms in skill appropriate literature. Standard L1.MC.P.5: Demonstrate notational literacy in correctly sight-singing simple melodies, harmonies, and rhythms. Standard L1.MC.P.6: Demonstrate productive rehearsal habits, both as an individual and as an ensemble member. Standard L1.MC.P.7: Perform an artistic work with technical accuracy, responding appropriately to the conductor and using musical elements to express ideas and emotions.</p>	
Other Content Standards	Resources
<p>Grade 7 & 8: Theatre – Strand 2: Perform – Standard 7-8.T.P.5: Communicate meaning using the voice through volume, pitch, tone, rate, and clarity. Grade 7: ELA – Reading: Literature Standard 4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. Grade 6: Science – Standard 6: Objective 3: Describe the production of sound in terms of vibration of objects that create vibrations in other materials. A – Describe how sound is made from vibration and moves in all directions from the source in waves. B – Explain the relationship of the size and shape of a vibrating object to the pitch of the sound produced. C – Relate the volume of a sound to the amount of energy used to create the vibration of the object producing the sound.</p>	<p>Theory Resources http://www.opusmusicworksheets.com/music-speed-tests/ http://www.musictheory.net</p> <p>Solfege Resources https://gracemusic.us/wp-content/uploads/2013/08/solfege_hand_signs.pdf http://www.kodaly.org.au/wp-content/uploads/2015/12/handsign.pdf</p>

Advanced Choir
Scope and Sequence
2016-2017

Focus 4: Varied Repertoire and Problem Solving
Approximately 5 Weeks

Focus 4: Varied Repertoire and Problem Solving Approximately 5 Weeks			
Essential Questions	Key Terms/Vocabulary	Suggested Assessments	Interdisciplinary Connections
<ul style="list-style-type: none"> • How consistently can I hear when a group is out of balance and offer suggestions for correction? • How consistently can I sing with tall rounded vowels and strong consonants? • How accurately can I identify and sing with appropriate tone? 	<ul style="list-style-type: none"> • Breath • Placement • Tone Color • Resonance • Support • Precision • Consonants • Vowels • Weak Syllable • Strong Syllable • Aural Skills • Discover Meaning • Instrumentation • Diction • Enunciation • Diphthong 	<ul style="list-style-type: none"> • Aural listening assessments • Video Recordings • Tone and Diction focused warm-ups • Written Assignments or questionnaire • Listening: Analyze Classroom Discussion 	<ul style="list-style-type: none"> • Language Arts: Diction • Listening: Literacy, (when assessed through written assignments) • Critical Thinking: Language Arts • Tone: Science, properties of science and sound waves.
Focused Art Core Standards:			Student Learning Targets
<p><u>Strand 2: PERFORM</u> Students will analyze, interpret and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of musical works.</p> <p>Standard L1.MC.P.1: Select appropriate music, with limited guidance, to perform for a short solo or ensemble performance, and explain why each was chosen.</p> <p>Standard L1.MC.P.2: Discuss, with guidance, various elements of a musical work such as form, phrasing, and style.</p> <p>Standard L1.MC.P.3: Sing with an appropriate tone over an appropriate range with consideration of the following skills in combination:</p>			<ul style="list-style-type: none"> • I can perform varied repertoire, including pieces in a different language. • I can identify strengths and weaknesses in a performance and make suggestions for improvement.

Advanced Choir
Scope and Sequence
2016-2017

<p>a. Vowels and Diction b. Intonation c. Placement d. Correct breathing and singing posture e. Vocal physiology and vocal care f. Flow phonation</p> <p>Standard L1.MC.P.4: Demonstrate technical performance skills by singing correct pitches and rhythms in skill appropriate literature.</p> <p>Standard L1.MC.P.5: Demonstrate notational literacy in correctly sight-singing simple melodies, harmonies, and rhythms.</p> <p>Standard L1.MC.P.6: Demonstrate productive rehearsal habits, both as an individual and as an ensemble member.</p> <p>Standard L1.MC.P.7: Perform an artistic work with technical accuracy, responding appropriately to the conductor and using musical elements to express ideas and emotions.</p> <p>Strand 3: RESPOND – Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process.</p> <p>Standard L2.MC.R.1: Respond to a musical performance by identifying the musical elements within a piece and in a given context, discussing their effect on both listener and performer, and exhibiting appropriate performance demeanor and audience concert etiquette.</p> <p>Standard L2.MC.R.2: Identify and discuss how musical elements are embedded within a musical work to express possible meanings, and consider how the use of musical elements helps predict the composer’s possible intent.</p> <p>Standard L2.MC.R.3: Identify and describe the musical and structural elements that contribute to a quality musical work.</p> <p>Standard L2.MC.R.4: Identify and describe the technical and musical skills evident in a quality performance.</p> <p>Standard L2.MC.R.5: Judge and improve the quality of student’s own musical performance using self-assessment.</p>	
Other Content Standards	Resources

Advanced Choir
Scope and Sequence
2016-2017

Grade 7 & 8: ELA – Speaking and Listening Standard 4: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Grade 7 & 8: ELA – Writing Standard 10: Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences.

Grade 6: Science – Standard 6: Objective 3: Describe the production of sound in terms of vibration of objects that create vibrations in other materials.

A – Describe how sound is made from vibration and moves in all directions from the source in waves.

B – Explain the relationship of the size and shape of a vibrating object to the pitch of the sound produced.

C – Relate the volume of a sound to the amount of energy used to create the vibration of the object producing the sound.

Example of Balance issues:

<https://www.youtube.com/watch?v=PjSQGGp8Rzo>

Articulation video:

<https://www.youtube.com/watch?v=mhWceQSuXzQ>

Diction video:

<https://www.youtube.com/watch?v=mhWceQSuXzQ>

Advanced Choir
Scope and Sequence
2016-2017

Focus 5: Self-Assessment and Dynamic Consistency
Approximately 5 Weeks

Focus 5: Self-Assessment and Dynamic Consistency Approximately 5 Weeks			
Essential Questions	Key Terms/Vocabulary	Suggested Assessments	Interdisciplinary Connections
<ul style="list-style-type: none"> • How consistently can I use an appropriate tone at varying dynamic levels? • How accurately can I perform different tempos? • How consistently can I perform various style markings in a piece of music and understand their meaning? • Can I accurately and honestly evaluate the quality of my performance? 	<ul style="list-style-type: none"> • Tempo: <ul style="list-style-type: none"> ○ Accelerando ○ Ritardando ○ Rallentando ○ A tempo ○ Fermata • Articulation: <ul style="list-style-type: none"> ○ Accent ○ Legato ○ Staccato ○ Slur ○ Tenuto • Dynamics: <ul style="list-style-type: none"> ○ <i>pp, p, mp, mf, f, ff</i> 	<ul style="list-style-type: none"> • Listening and comparing examples, recorded or live • Festival Rubric analysis • Recording of themselves 	<ul style="list-style-type: none"> • School-wide: <ul style="list-style-type: none"> ○ Literacy ○ Personal Growth ○ Career Readiness
Focused Art Core Standards:			Student Learning Targets
<p><u>Strand 2: PERFORM</u> Students will analyze, interpret and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of musical works.</p> <p>Standard L1.MC.P.1: Select appropriate music, with limited guidance, to perform for a short solo or ensemble performance, and explain why each was chosen.</p> <p>Standard L1.MC.P.2: Discuss, with guidance, various elements of a musical work such as form, phrasing, and style.</p>			<ul style="list-style-type: none"> • I can self-assess and document personal growth as a musician. • I can consistently produce an appropriate tone at various dynamic levels.

Advanced Choir
Scope and Sequence
2016-2017

<p>Standard L1.MC.P.3: Sing with an appropriate tone over an appropriate range with consideration of the following skills in combination:</p> <ul style="list-style-type: none"> a. Vowels and Diction b. Intonation c. Placement d. Correct breathing and singing posture e. Vocal physiology and vocal care f. Flow phonation <p>Standard L1.MC.P.4: Demonstrate technical performance skills by singing correct pitches and rhythms in skill appropriate literature.</p> <p>Standard L1.MC.P.5: Demonstrate notational literacy in correctly sight-singing simple melodies, harmonies, and rhythms.</p> <p>Standard L1.MC.P.6: Demonstrate productive rehearsal habits, both as an individual and as an ensemble member.</p> <p>Standard L1.MC.P.7: Perform an artistic work with technical accuracy, responding appropriately to the conductor and using musical elements to express ideas and emotions.</p> <p>Strand 4: CONNECT – Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p>Standard L2.MC.CO.1: Examine how music relates to personal development and enjoyment of life.</p> <p>Standard L2.MC.CO.2: Self-assess and document personal growth as a musician.</p> <p>Standard L2.MC.CO.3: Experience how music connects us to history, culture, heritage, community, and to other academic subjects.</p> <p>Standard L2.MC.CO.4: Demonstrate an understanding of how musical works are influenced by the composer’s heritage and experiences.</p>	
Other Content Standards	Resources
<p>Grade 7: College and Career Awareness – Strand 1: Students will be knowledgeable about the importance of career options and career planning; self-knowledge/self-efficacy (interest, aptitude,</p>	<p>Canyons District Festival/Assessment Rubric:</p>

Advanced Choir
Scope and Sequence
2016-2017

ability); current and emerging occupational information; and the preparatory steps for college and career readiness.

<http://csdarts.weebly.com/arts-forms.html>

Dynamics:

https://www.youtube.com/watch?v=zhc_46wrj3U

Advanced Choir
Scope and Sequence
2016-2017

Focus 6: Sight Sing and Improvisation
Approximately 5 Weeks

Focus 6: Sight Sing and Improvisation Approximately 5 Weeks			
Essential Questions	Key Terms/Vocabulary	Suggested Assessments	Interdisciplinary Connections
<ul style="list-style-type: none"> • How accurately can I sight-read a piece of music singing the correct rhythms and pitches? • How consistently can I identify written & aural intervals? • How consistently can I sing variations of simple rhythms and pitches? • Can I improvise/create simple rhythms and pitches? • How consistently can I sing using correct solfege syllables? • How accurately and consistently can I sing my harmony part? 	<ul style="list-style-type: none"> • Step-wise • Whole-step • Half-step • Interval • Solfege • Pitch • Rhythm 	<ul style="list-style-type: none"> • Written and performed rhythm creation project • Sight singing assessments • Online interval testing 	<ul style="list-style-type: none"> • Math • Art • History • World Cultures
Focused Art Core Standards:			Student Learning Targets

Advanced Choir
Scope and Sequence
2016-2017

Strand 1: CREATE- Students will conceptualize, generate and organize artistic ideas and work. They will complete and refine musical works.

Standard L2.MC.CR.3: Improvise/generate rhythmic, melodic, and harmonic ideas and phrases in two or more parts.

Standard L2.MC.CR.4: Develop aural skills: intervals, major/minor modality, rhythmic with melodic dictation.

Standard L2.MC.CR.6: Evaluate musical ideas, with teacher provided criteria, and identify and rehearse elements of musical expression that lead to a creative interpretation of a musical work.

Strand 2: PERFORM

Students will analyze, interpret and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of musical works.

Standard L1.MC.P.1: Select appropriate music, with limited guidance, to perform for a short solo or ensemble performance, and explain why each was chosen.

Standard L1.MC.P.2: Discuss, with guidance, various elements of a musical work such as form, phrasing, and style.

Standard L1.MC.P.3: Sing with an appropriate tone over an appropriate range with consideration of the following skills in combination:

- a. Vowels and Diction
- b. Intonation
- c. Placement
- d. Correct breathing and singing posture
- e. Vocal physiology and vocal care
- f. Flow phonation

Standard L1.MC.P.4: Demonstrate technical performance skills by singing correct pitches and rhythms in skill appropriate literature.

Standard L1.MC.P.5: Demonstrate notational literacy in correctly sight-singing simple melodies, harmonies, and rhythms.

Standard L1.MC.P.6: Demonstrate productive rehearsal habits, both as an individual and as an ensemble member.

- I can consistently perform my own part, both melodic and harmonic, with minimal support.
- I can consistently sight-read short exercises and pieces of increasing difficulty.
- I can consistently create/improvise and perform simple rhythmic or melodic passages.
- I can connect music to history, culture, heritage, community, and to other academic subjects.

Advanced Choir
Scope and Sequence
2016-2017

<p>Standard L1.MC.P.7: Perform an artistic work with technical accuracy, responding appropriately to the conductor and using musical elements to express ideas and emotions.</p> <p>Strand 4: CONNECT – Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p>Standard L2.MC.CO.1: Examine how music relates to personal development and enjoyment of life.</p> <p>Standard L2.MC.CO.2: Self-assess and document personal growth as a musician.</p> <p>Standard L2.MC.CO.3: Experience how music connects us to history, culture, heritage, community, and to other academic subjects.</p> <p>Standard L2.MC.CO.4: Demonstrate an understanding of how musical works are influenced by the composer’s heritage and experiences.</p>	
Other Content Standards	Resources
<p>World Civilizations - Standard 2, Objective 4: Evaluate the significance of classical sculpture, architecture, and performing arts.</p> <p>Grade 8 – Math: Understand the connections between proportional relationships, lines, and linear relationships. Standard 8.EE.5 – Compare two different proportional relationships represented in different ways.</p> <p>Art History & Criticism – Standard 2: Students will find meaning by analyzing, criticizing, and evaluating works of art.</p> <p>Standard 3: Students will discover meaning in art.</p> <p>Standard 4: Students will find meaning in works of art through settings and other modes of learning. Objective 2: Synthesize art with other educational subjects.</p>	<p>Theory Resources http://www.opusmusicworksheets.com/music-speed-tests/ http://www.musictheory.net http://www.musictechtteacher.com/music_worksheets/worksheets.htm</p> <p>Solfege Resources https://gracemusic.us/wp-content/uploads/2013/08/solfege_hand_signs.pdf</p>

Advanced Choir
Scope and Sequence
2016-2017

	http://www.kodaly.org.au/wp-content/uploads/2015/12/handsign.pdf
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Orchestra 1
Scope and Sequence
2016-17

Focus 1: Hand & Body Position, Beginning Playing Techniques & Music Literacy Skills Approximately 12 Weeks			
Essential Questions	Key Terms/Vocabulary	Suggested Assessments	Interdisciplinary Connections
<ul style="list-style-type: none"> • What do the students need to know and be able to do in order to effectively begin playing an orchestra instrument? • What do the students need to know and be able to do in order to begin being literate in music notation? • How can students begin to develop a musical ear? 	<ul style="list-style-type: none"> • quarter note • half note • eighth notes • bass clef • treble clef • alto clef • staff • measure • time signature • key signature • repeat sign • common time • fermata • sharp • up bow • down bow • détaché • lift • pizzicato • arco • open strings 	<ul style="list-style-type: none"> • Worksheets • Individual observation in class • Tap foot or clap hands to pulse • Listening • Rhythms on board • Rhythm sheets • Method book • Scale test • SmartMusic • CANVAS playing assignments • Sight-reading 	<p>Math: Fractions & Ratios Science: Functions of sound ELA: Listening skills</p>

Orchestra 1
Scope and Sequence
2016-17

Focused Art Core Standards:	Student Learning Targets
<p>Strand 2: PERFORM: Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of musical works.</p> <p>Standard L1.MI.P.2: With guidance, discuss various elements of a musical work.</p> <p>Standard L1.MI.P.3: With guidance, make appropriate interpretive musical decisions as a soloist/ensemble.</p> <p>Standard L1.MI.P.4: Produce an appropriate tone over a moderate range of the instrument, using correct posture and physical connection to the instruments.</p> <p>Standard L1.MI.P.5: Demonstrate fluency in the following technical performance skills:</p> <ol style="list-style-type: none"> a. Basic major scales b. Chromatic scale with limited range c. Articulation d. Dynamics e. Rhythmic accuracy f. Note accuracy g. Ensemble listening h. Tuning i. Targeted practice techniques j. Balance/blend k. Rudimentary ear training <p>Standard L1.MI.P.6: Demonstrate notational literacy, including sight-reading.</p> <p>Standard L1.MI.P.7: Demonstrate productive rehearsal habits, both as an individual and as an ensemble member.</p> <p>Standard L1.MI.P.8: Watch and respond appropriately to the conductor and perform with technical accuracy, utilizing appropriate phrasing, dynamics, style, tempo, balance and blend to express ideas and emotions.</p>	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Demonstrate that they can feel pulse. • Count half, quarter notes, 8th notes, with correlating rests in 4/4 meter. • Count ties. • Identify the appropriate clef sign for their instrument. • Identify all lines and spaces on the staff for the appropriate clef sign. • Define and identify a measure. • Describe what the top and bottom numbers in a time signature signify. • Identify the location of a key signature. • Produce appropriate characteristic sound for this level. • Play in tune with a drone pitch. • Bow using correct hand position and direction. • Pizzicato using correct hand shape. • Play with correct posture. • Correctly play détaché. • Correctly sight read very easy music that has half, quarter, and 8th notes and rests. • Play D major scale.
Other Content Standards	Resources
<p>Math 6th: Domain – Ratios and Proportional Relationships 6.RP.A – Understand ratio concepts and use ratio reasoning to solve problems.</p>	<p>Theory Resources: http://www.musictheory.net</p>

Orchestra 1
Scope and Sequence
2016-17

Domain – The Number System

6.NS.A – Apply and extend previous understandings of multiplication and division to divide fractions by fractions.

ELA 6th: Speaking and Listening Standard 2 – Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study.

Science 6th: Standard 6 - Students will understand properties and behavior of heat, light, and sound.

Objective 3 – Describe the production of sound in terms of vibration of objects that create vibrations in other materials.

A – Describe how sound is made from vibration and moves in all directions from the source in waves.

B – Explain the relationship of the size and shape of a vibrating object to the pitch of the sound produced.

C – Relate the volume of a sound to the amount of energy used to create the vibration of the object producing the sound.

http://www.musictechteacher.com/music_worksheets/worksheets.htm

Aurelia music software download:

<https://www.risingsoftware.com/support/downloads/>

Orchestra 1
Scope and Sequence
2016-17

Focus 2: Deepen Skill Development and Music Literacy Approximately 12 Weeks			
Essential Questions	Key Terms/Vocabulary	Suggested Assessments	Interdisciplinary Connections
<ul style="list-style-type: none"> • What do the students need to do to improve their playing technique and music literacy? • What skills do students need to effectively assess their own performance? 	<ul style="list-style-type: none"> • 1st and 2nd endings • Natural • Forte • Piano • Multi-measure rests • Staccato • Hook • Slur 	<ul style="list-style-type: none"> • Worksheets • Individual observation in class • Tap foot or clap hands to pulse • Listening • Rhythms on board • Rhythm sheets • Method book • Scale test • SmartMusic • CANVAS playing assignments • Sight-reading 	<p>Math: Fractions and Ratios ELA: Listening</p>
Focused Art Core Standards:			Student Learning Targets
<p>Strand 1: CREATE: Students will conceptualize, generate and organize artistic ideas and work. They will complete and refine musical works.</p> <p>Standard L1.MI.CR.1: Listen to a variety of musical styles and ideas.</p> <p>Standard L1.MI.CR.3: Develop aural skills.</p> <p>Standard L1.MI.CR.5: Evaluate and refine musical ideas, applying teacher-provided criteria and, with guidance, using selected elements of music.</p> <p>Standard L1.MI.CR.6: Identify and rehearse skills and concepts that need greater unification for performance.</p> <p>Strand 2: PERFORM: Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of musical works.</p>			<p>Students will be able to...</p> <ul style="list-style-type: none"> • Count in 2/4 and 3/4 meter. • Count dotted half notes, and dotted quarter eighth figures in 4/4, 2/4 and 3/4 meter. • Correctly identify the key signatures D and G Major scales • Correctly play pieces containing 1st and 2nd endings. • Correctly play staccato, hook, and slur bowings. • Play concert D and G Major scales.

Orchestra 1
Scope and Sequence
2016-17

Standard L1.MI.P.2: With guidance, discuss various elements of a musical work.

Standard L1.MI.P.3: With guidance, make appropriate interpretive musical decisions as a soloist/ensemble.

Standard L1.MI.P.4: Produce an appropriate tone over a moderate range of the instrument, using correct posture and physical connection to the instruments.

Standard L1.MI.P.5: Demonstrate fluency in the following technical performance skills:

- a. Basic major scales
- b. Chromatic scale with limited range
- c. Articulation
- d. Dynamics
- e. Rhythmic accuracy
- f. Note accuracy
- g. Ensemble listening
- h. Tuning
- i. Targeted practice techniques
- j. Balance/blend
- k. Rudimentary ear training

Standard L1.MI.P.6: Demonstrate notational literacy, including sight-reading.

Standard L1.MI.P.7: Demonstrate productive rehearsal habits, both as an individual and as an ensemble member.

Standard L1.MI.P.8: Watch and respond appropriately to the conductor and perform with technical accuracy, utilizing appropriate phrasing, dynamics, style, tempo, balance and blend to express ideas and emotions.

Strand 3: RESPOND – Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process.

Standard L1.MI.R.3: Identify and describe, with guidance, the musical and structural elements that contribute to a quality musical work.

Standard L1.MI.R.4: Identify and describe, with guidance, the technical and musical skills evident in a quality performance.

Standard L1.MI.R.5: Use self-assessment to judge and improve the quality of musical performance.

- Hear errors in their playing and make suggestions to correct them.

Orchestra 1
Scope and Sequence
2016-17

Other Content Standards	Resources
<p>Math 6th: Domain – Ratios and Proportional Relationships 6.RP.A – Understand ratio concepts and use ratio reasoning to solve problems.</p> <p>Domain – The Number System 6.NS.A – Apply and extend previous understandings of multiplication and division to divide fractions by fractions.</p> <p>ELA 6th: Speaking and Listening Standard 2 – Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study.</p>	<p>Theory Resources: http://www.musictheory.net http://www.musictechteacher.com/music_worksheets/worksheets.htm</p> <p>Aurelia music software download: https://www.risingsoftware.com/support/downloads/</p>

Orchestra 1
Scope and Sequence
2016-17

Focus 3: Development of More Advanced Music & Self-Evaluation Skills Approximately 12 Weeks			
Essential Questions	Key Terms/Vocabulary	Suggested Assessments	Interdisciplinary Connections
<ul style="list-style-type: none"> • What do the students need to do further improve their performing technique and music literacy? • How can students connect the arts to other content? • What skills do students need to effectively self-assess their performance and progress? 	<ul style="list-style-type: none"> • Andante • Moderato • Allegro • Mezzo Piano <i>mp</i> • Mezzo Forte <i>mf</i> • Crescendo • Decrescendo • Ritardando • Largo • Flat • Accent • Legato 	<ul style="list-style-type: none"> • Worksheets • Individual observation in class Listening • Rhythms on board • Rhythm sheets • Method book • Scale test • SmartMusic • CANVAS playing assignments, songs featuring dynamics • Self-assessments & reflections 	<p>ELA: Listening & Writing</p>
Focused Art Core Standards:			Student Learning Targets
<p>Strand 2: PERFORM: Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of musical works.</p> <p>Standard L1.MIP.2: With guidance, discuss various elements of a musical work.</p> <p>Standard L1.MIP.3: With guidance, make appropriate interpretive musical decisions as a soloist/ensemble.</p> <p>Standard L1.MIP.4: Produce an appropriate tone over a moderate range of the instrument, using correct posture and physical connection to the instruments.</p> <p>Standard L1.MIP.5: Demonstrate fluency in the following technical performance skills:</p> <ol style="list-style-type: none"> a. Basic major scales b. Chromatic scale with limited range c. Articulation 			<ul style="list-style-type: none"> • Correctly identify the key signature for Concert C Major. • Produce appropriate characteristic sound for this level at <i>mf</i> and <i>mp</i>, in a crescendo and decrescendo, and with accents. • Play in tune within simple major chords. • Show proficiency in sight reading Level 1 rated music. • Play concert D, G, and C Major scales. • Understand the role the arts play in other content subjects. • Self-assess their own performance and that

Orchestra 1
Scope and Sequence
2016-17

<p>d. Dynamics e. Rhythmic accuracy f. Note accuracy g. Ensemble listening h. Tuning i. Targeted practice techniques j. Balance/blend k. Rudimentary ear training</p> <p>Standard L1.MIP.6: Demonstrate notational literacy, including sight-reading. Standard L1.MIP.7: Demonstrate productive rehearsal habits, both as an individual and as an ensemble member. Standard L1.MIP.8: Watch and respond appropriately to the conductor and perform with technical accuracy, utilizing appropriate phrasing, dynamics, style, tempo, balance and blend to express ideas and emotions.</p> <p>Strand 3: RESPOND – Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process. Standard L1.MI.R.3: Identify and describe, with guidance, the musical and structural elements that contribute to a quality musical work. Standard L1.MI.R.4: Identify and describe, with guidance, the technical and musical skills evident in a quality performance. Standard L1.MI.R.5: Use self-assessment to judge and improve the quality of musical performance.</p> <p>Strand 4: CONNECT – Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. Standard L2.MC.CO.1: Examine how music relates to personal development and enjoyment of life. Standard L2.MC.CO.2: Self-assess and document personal growth as a musician.</p>	<p>of others, offer suggestions for improvement.</p> <ul style="list-style-type: none">• Track their personal progress as a musician.
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Orchestra 1
Scope and Sequence
2016-17

Other Content Standards	Resources
<p>ELA 7th: Writing Standard 1 – Write arguments to support claims with clear reasons and relevant evidence.</p> <p>Objective b: Support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>ELA 7th: Writing Standard 2 – Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>Objective d: Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>Theory Resources: http://www.musictheory.net</p> <p>http://www.musictechteacher.com/music_worksheets/worksheets.htm</p> <p>Aurelia music software download: https://www.risingsoftware.com/support/downloads/</p> <p>CSD performance rubric: http://csdarts.weebly.com/arts-forms.html</p>

Orchestra 2
Scope and Sequence
2016-2017

Focus 1: Advanced Playing Technique & Music Literacy
Approximately 12 Weeks

Essential Questions	Key Terms/Vocabulary	Suggested Assessments	Interdisciplinary Connections
<ul style="list-style-type: none"> • What is usually included in level 2 music that students need to know in order to perform at that level? • How can students continue to improve their aural skills? 	<ul style="list-style-type: none"> • D.C. al Coda • Accelerando • Divisi • Allegretto • Melody • Accompaniment • Legato • Tenuto 	<ul style="list-style-type: none"> • Listening • Rhythms on board • Method books • Repertoire • Scale tests • SmartMusic • CANVAS assignments & playing tests 	Math: Fractions & Ratios Science: Functions of sound ELA: Listening skills
Focused Art Core Standards:			Student Learning Targets
<p>Strand 2: PERFORM: Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of musical works.</p> <p>Standard L1.MI.P.2: With guidance, discuss various elements of a musical work.</p> <p>Standard L1.MI.P.3: With guidance, make appropriate interpretive musical decisions as a soloist/ensemble.</p> <p>Standard L1.MI.P.4: Produce an appropriate tone over a moderate range of the instrument, using correct posture and physical connection to the instruments.</p> <p>Standard L1.MI.P.5: Demonstrate fluency in the following technical performance skills:</p> <ol style="list-style-type: none"> a. Basic major scales b. Chromatic scale with limited range c. Articulation d. Dynamics e. Rhythmic accuracy f. Note accuracy g. Ensemble listening h. Tuning i. Targeted practice techniques j. Balance/blend 			Students will be able to... <ul style="list-style-type: none"> • Demonstrate an understanding of syncopation. • Count written syncopated rhythms using eighth notes and rests. • Count rhythmic examples using 16th notes. • Hear the difference between Major and minor. • Identify key signature for concert A Major, D minor. • Produce appropriate characteristic sound for this level. • Correctly sight read music rated at a Level of 1-1.5 • Perform A Major and D minor scales.

Orchestra 2
Scope and Sequence
2016-2017

<p>k. Rudimentary ear training Standard L1.MI.P.6: Demonstrate notational literacy, including sight-reading. Standard L1.MI.P.7: Demonstrate productive rehearsal habits, both as an individual and as an ensemble member. Standard L1.MI.P.8: Watch and respond appropriately to the conductor and perform with technical accuracy, utilizing appropriate phrasing, dynamics, style, tempo, balance and blend to express ideas and emotions.</p>	
Other Content Standards	Resources
<p>Math 6th: Domain – Ratios and Proportional Relationships 6.RP.A – Understand ratio concepts and use ratio reasoning to solve problems. Domain – The Number System 6.NS.A – Apply and extend previous understandings of multiplication and division to divide fractions by fractions.</p> <p>ELA 6th: Speaking and Listening Standard 2 – Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study.</p> <p>Science 6th: Standard 6 - Students will understand properties and behavior of heat, light, and sound. Objective 3 – Describe the production of sound in terms of vibration of objects that create vibrations in other materials. A – Describe how sound is made from vibration and moves in all directions from the source in waves. B – Explain the relationship of the size and shape of a vibrating object to the pitch of the sound produced. C – Relate the volume of a sound to the amount of energy used to create the vibration of the object producing the sound.</p>	<p>Theory Resources: http://www.musictheory.net http://www.musictechteacher.com/music_worksheets/worksheets.htm Aurelia music software download: https://www.risingsoftware.com/support/downloads/</p>

Orchestra 2
Scope and Sequence
2016-2017

Focus 2: Deepen Skill Development and Music Literacy Approximately 12 Weeks			
Essential Questions	Key Terms/Vocabulary	Suggested Assessments	Interdisciplinary Connections
<ul style="list-style-type: none"> • What do the students need to do to improve their playing technique and music literacy? • What skills do students need to effectively assess their own performance. • What listening skills will help students improve their performance? 	<ul style="list-style-type: none"> • Additional terms found in the repertoire • 6/8 time • Triple meter • D.S. al Segno 	<ul style="list-style-type: none"> • Listening • Rhythms on board • method books • Repertoire • Scale tests • SmartMusic • CANVAS assignments • Sight-reading 	<p>ELA: Speaking and Listening</p>
Focused Art Core Standards:			Student Learning Targets
<p>Strand 1: CREATE: Students will conceptualize, generate and organize artistic ideas and work. They will complete and refine musical works.</p> <p>Standard L1.MI.CR.1: Listen to a variety of musical styles and ideas.</p> <p>Standard L1.MI.CR.3: Develop aural skills.</p> <p>Standard L1.MI.CR.5: Evaluate and refine musical ideas, applying teacher-provided criteria and, with guidance, using selected elements of music.</p> <p>Standard L1.MI.CR.6: Identify and rehearse skills and concepts that need greater unification for performance.</p> <p>Strand 2: PERFORM: Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of musical works.</p> <p>Standard L1.MI.P.2: With guidance, discuss various elements of a musical work.</p> <p>Standard L1.MI.P.3: With guidance, make appropriate interpretive musical decisions as a soloist/ensemble.</p> <p>Standard L1.MI.P.4: Produce an appropriate tone over a moderate range of the instrument, using correct posture and physical connection to the instruments.</p>			<p>Students will be able to do the following:</p> <ul style="list-style-type: none"> • Identify key signatures for C and G major scales • Play D major, C major, G major, A major, and D minor scale • Correctly sight read music rated at a Level of 1-1.5 • Produce appropriate characteristic sound for this level • Continue mastery of previous skills and concepts • Hear errors in their playing and make suggestions to correct them.

Orchestra 2
Scope and Sequence
2016-2017

<p>Standard L1.M.I.P.5: Demonstrate fluency in the following technical performance skills:</p> <ul style="list-style-type: none"> a. Basic major scales b. Chromatic scale with limited range c. Articulation d. Dynamics e. Rhythmic accuracy f. Note accuracy g. Ensemble listening h. Tuning i. Targeted practice techniques j. Balance/blend k. Rudimentary ear training <p>Standard L1.M.I.P.6: Demonstrate notational literacy, including sight-reading.</p> <p>Standard L1.M.I.P.7: Demonstrate productive rehearsal habits, both as an individual and as an ensemble member.</p> <p>Standard L1.M.I.P.8: Watch and respond appropriately to the conductor and perform with technical accuracy, utilizing appropriate phrasing, dynamics, style, tempo, balance and blend to express ideas and emotions.</p> <p>Strand 3: RESPOND – Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process.</p> <p>Standard L1.M.I.R.3: Identify and describe, with guidance, the musical and structural elements that contribute to a quality musical work.</p> <p>Standard L1.M.I.R.4: Identify and describe, with guidance, the technical and musical skills evident in a quality performance.</p> <p>Standard L1.M.I.R.5: Use self-assessment to judge and improve the quality of musical performance.</p>	
Other Content Standards	Resources

Orchestra 2
Scope and Sequence
2016-2017

ELA - Grade 7&8: Speaking and Listening Standard 1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly.

Speaking and Listening Standard 2: Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study.

Theory Resources:

<http://www.musictheory.net>

<http://www.musictechteacher.com/>

Aurelia music software download:

<http://bit.ly/22qCOtR>

Orchestra 2
Scope and Sequence
2016-2017

Focus 3: Development of More Advanced Music & Self-Evaluation Skills Approximately 12 Weeks			
Essential Questions	Key Terms/Vocabulary	Suggested Assessments	Interdisciplinary Connections
<ul style="list-style-type: none"> • What skills and concepts need to be reinforced? • What new concepts and skills need to be introduced? • What skills do students need to recognize a quality performance and make suggestions for improvement? • How can students connect the arts to other content? 	<ul style="list-style-type: none"> • Dotted eighth notes • Dotted sixteenth notes • Triplet • Cut time (alla breve) 	<ul style="list-style-type: none"> • Listening • Rhythms on board • Method books • Repertoire • Scale tests • SmartMusic • CANVAS assignments • CSD music assessment rubric • Self-assessments & reflections 	<p>ELA: Listening & Writing Math: Fractions & Ratios</p>
Focused Art Core Standards:			Student Learning Targets
<p>Strand 1: CREATE: Students will conceptualize, generate and organize artistic ideas and work. They will complete and refine musical works.</p> <p>Standard L1.MI.CR.1: Listen to a variety of musical styles and ideas.</p> <p>Standard L1.MI.CR.3: Develop aural skills.</p> <p>Standard L1.MI.CR.5: Evaluate and refine musical ideas, applying teacher-provided criteria and, with guidance, using selected elements of music.</p> <p>Standard L1.MI.CR.6: Identify and rehearse skills and concepts that need greater unification for performance.</p> <p>Strand 2: PERFORM: Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of musical works.</p> <p>Standard L1.MI.P.2: With guidance, discuss various elements of a musical work.</p>			<p>Students will be able to do the following:</p> <ul style="list-style-type: none"> • Play D major, C major, G major, A major, and D and E minor scales • Correctly sight read music rated at a Level of 1.5-2 • Produce appropriate characteristic sound for this level • Continue Mastery of previous skills and concepts • Evaluate a performance, identifying strengths and weaknesses, make suggestions for improvement.

Orchestra 2
Scope and Sequence
2016-2017

Standard L1.MI.P.3: With guidance, make appropriate interpretive musical decisions as a soloist/ensemble.

Standard L1.MI.P.4: Produce an appropriate tone over a moderate range of the instrument, using correct posture and physical connection to the instruments.

Standard L1.MI.P.5: Demonstrate fluency in the following technical performance skills:

- a. Basic major scales
- b. Chromatic scale with limited range
- c. Articulation
- d. Dynamics
- e. Rhythmic accuracy
- f. Note accuracy
- g. Ensemble listening
- h. Tuning
- i. Targeted practice techniques
- j. Balance/blend
- k. Rudimentary ear training

Standard L1.MI.P.6: Demonstrate notational literacy, including sight-reading.

Standard L1.MI.P.7: Demonstrate productive rehearsal habits, both as an individual and as an ensemble member.

Standard L1.MI.P.8: Watch and respond appropriately to the conductor and perform with technical accuracy, utilizing appropriate phrasing, dynamics, style, tempo, balance and blend to express ideas and emotions.

Strand 3: RESPOND – Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process.

Standard L1.MI.R.3: Identify and describe, with guidance, the musical and structural elements that contribute to a quality musical work.

Standard L1.MI.R.4: Identify and describe, with guidance, the technical and musical skills evident in a quality performance.

Standard L1.MI.R.5: Use self-assessment to judge and improve the quality of musical performance.

Strand 4: CONNECT – Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works

- Track their personal progress as a musician.

Orchestra 2
Scope and Sequence
2016-2017

<p>with societal, cultural, and historical context to deepen understanding. Standard L2.MC.CO.1: Examine how music relates to personal development and enjoyment of life. Standard L2.MC.CO.2: Self-assess and document personal growth as a musician.</p>	
Other Content Standards	Resources
<p>ELA 7th: Writing Standard 1 – Write arguments to support claims with clear reasons and relevant evidence. Objective b: Support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. ELA 7th: Writing Standard 2 – Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Objective d: Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>Math 6th: Domain – Ratios and Proportional Relationships 6.RP.A – Understand ratio concepts and use ratio reasoning to solve problems. Domain – The Number System 6.NS.A – Apply and extend previous understandings of multiplication and division to divide fractions by fractions.</p>	<p>Theory Resources: http://www.musictheory.net http://www.musictechteacher.com/</p> <p>Aurelia music software download: https://www.risingsoftware.com/support/downloads/</p> <p>CSD performance rubric: http://csdarts.weebly.com/arts-forms.html</p>