



Park Hill School District

Building Successful Futures • Each Student • Every Day

High School Symphonic Orchestra Curriculum

Course Description: Year-long class is primarily a performance-oriented ensemble. Basic string skills continue to be stressed with an emphasis on application for performance. Orchestral music of various periods and styles is studied and performed in a minimum of five concerts during the school year. Participation in performances is required. This course may be repeated for additional credits.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
Ongoing	Performance	Topic 1: Genre Topic 2: Ensemble and Solo Performance
Ongoing	Technique	Topic 1: Posture Topic 2: Tone Topic 3: Articulation
Ongoing	Reading	Topic 1: Notation

Curriculum Revision Tracking

Spring, 2020

- Aligned the course to the new Fine Arts Missouri Learning Standards

Unit 1: Performance

Subject: Symphonic Orchestra

Grade: 9-12

Name of Unit: Performance

Length of Unit: Ongoing

Overview of Unit: The student will engage in a variety of activities that will teach them to perform utilizing appropriate music performance skills. The student will transfer this understanding to their performances through a variety of genres and ensemble performance skills.

Priority Standards for unit:

- MU:Pr4C.H.III: Explain and present interpretations that demonstrate and describe the context (social, cultural, and historical) and an understanding of the creator's intent in repertoire for varied programs of music that include melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.
- MU:Pr5A.H.III: Develop and apply criteria, including feedback from multiple sources , to critique varied programs of music repertoire (melodies, repertoire pieces, stylistically appropriate accompaniments, improvisations in a variety of contrasting styles) selected for individual and small group performance, and create rehearsal strategies to address performance challenges and refine the performances.
- MU:Pr6A.H.III: Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire for programs of music that includes melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical).

Supporting Standards for unit:

- MU:Pr4B.H.III: Identify and describe important theoretical and structural characteristics and context (social, cultural, and historical) in a varied repertoire of music selected for performance programs that includes melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
and apply criteria, including feedback from multiple sources , to critique varied programs of music repertoire (melodies, repertoire pieces, stylistically appropriate accompaniments, improvisations in a variety of contrasting styles) selected for individual and small group performance, and create rehearsal strategies to address performance challenges and refine the performances.	Develop	Create	4
and present interpretations that demonstrate and describe the context (social, cultural, and historical) and an understanding of the creator's intent in repertoire for varied programs of music that include melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.	Explain	Understand	3
with expression and technical accuracy, in individual and small group performances, a varied repertoire for programs of music that includes melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical).	Perform	Apply	4

Essential Questions:

1. How does performance change in each unique orchestra genre?
2. What musical components generate a quality performance?

Enduring Understanding/Big Ideas:

1. Given the historical understanding of the many and varied genres, a performer must adapt their performance to fit the style, tone, articulation, and timing of the composition.
2. Quality performances are achieved by practicing and applying fundamental techniques and mastering the fine motor skills necessary to play a string instrument while also incorporating acute listening skills.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	<p>Styles: march chorale overture programmatic classical scales arpeggios thirds</p> <p>Instrumentation: flute oboe bassoon clarinet alto saxophone tenor saxophone trumpet french horn trombone euphonium tuba piano bells xylophone chimes vibes (vibraphone) marimba auxiliary percussion timpani snare drum bass drum violin viola cello string bass</p> <p>Notation: clef</p>

	<p>treble clef alto clef bass clef staff grand staff double bar bar line ledger lines time signature common time 2/4, 3/8, 3/4, 4/4, 5/8, 6/8, 9/8, 12/8, cut time major minor <i>p</i> for <i>piano</i> <i>f</i> for <i>forte</i> <i>mp</i> for <i>mezzo piano</i> <i>mf</i> for <i>mezzo forte</i> <i>pp</i> for <i>pianissimo</i> <i>ff</i> for <i>fortissimo</i> <i>cresc</i> or < for <i>crescendo</i> <i>decresc</i> or > for <i>decrescendo</i> <i>dim</i> for <i>diminuendo</i> <i>accel</i> for <i>accelerando</i> <i>rit</i> for <i>ritardando</i> <i>meno mosso</i> <i>poco</i> <i>allegro</i> <i>moderato</i> <i>andante</i> <i>largo</i> <i>a tempo</i> <i>accent</i> <i>fermata</i> <i>ties</i> <i>slurs</i> <i>glissando</i> (<i>gliss</i>) <i>trill</i> <i>tremolo</i> <i>ponticello</i> <i>sul tasto</i></p>
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	<p> <i>spiccato</i> <i>marcele</i> <i>detache</i> <i>hooked bow</i> <i>loure</i> <i>con sordino/senza sordino</i> <i>solo</i> <i>solli</i> staccato marcato legato accidental sharp flat natural sign rhythm whole note/rest quarter note/rest half note/rest eighth-note/rest dotted half note/rest sixteenth notes/rest dotted quarter/rest dotted eighth/rest dotted quarter note/rest multimeasure rest Rule of the Dot syncopation cadence repeat signs 1st ending/2nd ending <i>DC/Fine</i> <i>DS al coda/Fine</i> balance blend chord divisi unison harmony intonation </p>
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	measure barline Time signature Meter - simple Meter - compound Chromatic Range Timbre Tutti Unison Consonance Dissonance Resonance Vibrato Body alignment/posture
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Topic 1: Genre

Engaging Experience 1

Title: Performing music of varied orchestral genres

Suggested Length of Time: Ongoing

Standards Addressed

Priority:

- MU:Pr4C.H.III: Explain and present interpretations that demonstrate and describe the context (social, cultural, and historical) and an understanding of the creator's intent in repertoire for varied programs of music that include melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.
- MU:Pr5A.H.III: Develop and apply criteria, including feedback from multiple sources , to critique varied programs of music repertoire (melodies, repertoire pieces, stylistically appropriate accompaniments, improvisations in a variety of contrasting styles) selected for individual and small group performance, and create rehearsal strategies to address performance challenges and refine the performances.
- MU:Pr6A.H.III: Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire for programs of music that includes melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical).

Supporting

- MU:Pr4B.H.III: Identify and describe important theoretical and structural characteristics and context (social, cultural, and historical) in a varied repertoire of music selected for performance programs that includes melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.

Detailed Description/Instructions: Throughout the year, students will be performing varying genres of concert literature to demonstrate their understanding of music reading skills and technique. Genres may include but are not limited to: ballades/chorales, overtures, concertos, and programmatic works.

Bloom's Levels: Create

Webb's DOK: 2, 3

Topic 2: Ensemble and Solo Performance

Engaging Experience 1

Title: Learning to Perform as an Ensemble and/or Soloist

Suggested Length of Time: Ongoing

Standards Addressed

Priority:

- MU:Pr4C.H.III: Explain and present interpretations that demonstrate and describe the context (social, cultural, and historical) and an understanding of the creator's intent in repertoire for varied programs of music that include melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.
- MU:Pr5A.H.III: Develop and apply criteria, including feedback from multiple sources , to critique varied programs of music repertoire (melodies, repertoire pieces, stylistically appropriate accompaniments, improvisations in a variety of contrasting styles) selected for individual and small group performance, and create rehearsal strategies to address performance challenges and refine the performances.
- MU:Pr6A.H.III: Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire for programs of music that includes melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical).

Supporting:

- MU:Pr4B.H.III: Identify and describe important theoretical and structural characteristics and context (social, cultural, and historical) in a varied repertoire of music selected for performance programs that includes melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.

Detailed Description/Instructions: Throughout the year, students will be performing varying genres of concert literature to demonstrate their understanding of music reading skills and technique in both large and small ensemble settings.

Bloom's Levels: Create

Webb's DOK: 2, 3, 4

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

The ensemble's culminating activity will be a public performance at least four times per year. Each student will complete a post-concert evaluation with regards to musical performance skills.

An additional performance at this level will include an evaluative or a chamber festival.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Genre	Performing music of varied orchestral genres	Throughout the year students will be performing varying genres of concert literature to demonstrate their understanding of music reading skills and technique. Genres may include but are not limited to: marches, ballades/chorales, overtures, and programmatic works.	Ongoing
Ensemble and Solo Performance	Learning to Perform as an Ensemble and/or Soloist	Throughout the year students will be performing varying genres of concert literature to demonstrate their understanding of music reading skills and technique.	Ongoing

Unit 2: Technique

Subject: Symphonic Orchestra

Grade: 9-12

Name of Unit: Technique

Length of Unit: Ongoing

Overview of Unit: The student will engage in a variety of activities that will teach them to perform utilizing appropriate music technique skills. The student will transfer this understanding to their performances through correct posture, tone, articulation, and note accuracy.

Priority Standards for unit:

- MU:Pr4C.H.III: Explain and present interpretations that demonstrate and describe the context (social, cultural, and historical) and an understanding of the creator's intent in repertoire for varied programs of music that include melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.
- MU:Pr5A.H.III: Develop and apply criteria, including feedback from multiple sources , to critique varied programs of music repertoire (melodies, repertoire pieces, stylistically appropriate accompaniments, improvisations in a variety of contrasting styles) selected for individual and small group performance, and create rehearsal strategies to address performance challenges and refine the performances.
- MU:Pr6A.H.III: Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire for programs of music that includes melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical).

Supporting Standards for unit:

- MU:Pr4B.H.III: Identify and describe important theoretical and structural characteristics and context (social, cultural, and historical) in a varied repertoire of music selected for performance programs that includes melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
and apply criteria, including feedback from multiple sources , to critique varied programs of music repertoire (melodies, repertoire pieces, stylistically appropriate accompaniments, improvisations in a variety of contrasting styles) selected for individual and small group performance, and create rehearsal strategies to address performance challenges and refine the performances.	Develop	Create	4
and present interpretations that demonstrate and describe the context (social, cultural, and historical) and an understanding of the creator's intent in repertoire for varied programs of music that include melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.	Explain	Understand	3
with expression and technical accuracy, in individual and small group performances, a varied repertoire for programs of music that includes melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical).	Perform	Apply	4

Essential Questions:

1. Why is proper posture essential for successful musical performance?
2. How does one bow in a way that creates proper tone production essential for a successful musical performance?
3. Why is correct articulation essential for successful musical performance?
4. Why are correct fingering and note accuracy essential for successful musical performance?

Enduring Understanding/Big Ideas:

1. Proper posture facilitates the correct left hand position and bow hold necessary to create technical fluency and a characteristic tone.
2. Proper tone production aides in intonation, style, and dynamics that result in a successful music performance.
3. Correct articulation is necessary to achieve the desired effect for the genre of music being performed.
4. Correct fingering and note accuracy are necessary to achieve the desired effect of the music being performed.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	Styles: march chorale overture programmatic classical scales arpeggios thirds Instrumentation: flute oboe bassoon clarinet alto saxophone tenor saxophone trumpet french horn trombone euphonium tuba piano bells xylophone chimes vibes (vibraphone) marimba

	<p> auxiliary percussion timpani snare drum bass drum violin viola cello string bass Notation: clef treble clef alto clef bass clef staff grand staff double bar bar line ledger lines time signature common time 2/4, 3/8, 3/4, 4/4, 5/8, 6/8, 9/8, 12/8, cut time major minor <i>p</i> for <i>piano</i> <i>f</i> for <i>forte</i> <i>mp</i> for <i>mezzo piano</i> <i>mf</i> for <i>mezzo forte</i> <i>pp</i> for <i>pianissimo</i> <i>ff</i> for <i>fortissimo</i> <i>cresc</i> or < for <i>crescendo</i> <i>decresc</i> or > for <i>decrescendo</i> <i>dim</i> for <i>diminuendo</i> <i>accel</i> for <i>accelerando</i> <i>rit</i> for <i>ritardando</i> <i>meno mosso</i> <i>poco</i> <i>allegro</i> <i>moderato</i> <i>andante</i> <i>largo</i> </p>
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	<i>a tempo</i> <i>accent</i> <i>fermata</i> <i>ties</i> <i>slurs</i> <i>glissando (gliss)</i> <i>trill</i> <i>tremolo</i> <i>ponticello</i> <i>sul tasto</i> <i>spiccato</i> <i>martele</i> <i>detache</i> <i>hooked bow</i> <i>loure</i> <i>con sordino/senza sordino</i> <i>solo</i> <i>solì</i> <i>staccato</i> <i>marcato</i> <i>legato</i> <i>accidental</i> <i>sharp</i> <i>flat</i> <i>natural sign</i> <i>rhythm</i> <i>whole note/rest</i> <i>quarter note/rest</i> <i>half note/rest</i> <i>eighth-note/rest</i> <i>dotted half note/rest</i> <i>sixteenth notes/rest</i> <i>dotted quarter/rest</i> <i>dotted eighth/rest</i> <i>dotted quarter note/rest</i> <i>multimeasure rest</i> <i>Rule of the Dot</i> <i>syncopation</i> <i>cadence</i> <i>repeat signs</i>
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	1st ending/2nd ending <i>DC/Fine</i> <i>DS al coda/Fine</i> balance blend chord divisi unison harmony intonation measure barline Time signature Meter - simple Meter - compound Chromatic Range Timbre Tutti Unison Consonance Dissonance Resonance Vibrato Body alignment/posture
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Topic 1: Posture

Engaging Experience 1

Title: Correct Posture

Suggested Length of Time: Ongoing

Standards Addressed

Priority:

- MU:Pr5A.H.III: Develop and apply criteria, including feedback from multiple sources, to critique varied programs of music repertoire (melodies, repertoire pieces, stylistically appropriate accompaniments, improvisations in a variety of contrasting styles) selected for individual and small group performance, and create rehearsal strategies to address performance challenges and refine the performances.
- MU:Pr6A.H.III: Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire for programs of music that includes melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical).

Supporting:

- MU:Pr4B.H.III: Identify and describe important theoretical and structural characteristics and context (social, cultural, and historical) in a varied repertoire of music selected for performance programs that includes melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.

Detailed Description/Instructions: Through healthy body alignment/posture, proper instrument placement, and left and right hand position, a student will perform with acceptable instrumental performance technique. Students will video record themselves playing and will be evaluated on their posture. Feedback will be provided about proper posture.

Bloom's Levels: Apply

Webb's DOK: 3

Topic 2: Tone

Engaging Experience 1

Title: Tone

Suggested Length of Time: Ongoing

Standards Addressed

Priority:

- MU:Pr4C.H.III: Explain and present interpretations that demonstrate and describe the context (social, cultural, and historical) and an understanding of the creator's intent in repertoire for varied programs of music that include melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.
- MU:Pr5A.H.III: Develop and apply criteria, including feedback from multiple sources, to critique varied programs of music repertoire (melodies, repertoire pieces, stylistically appropriate accompaniments, improvisations in a variety of contrasting styles) selected for individual and small group performance, and create rehearsal strategies to address performance challenges and refine the performances.
- MU:Pr6A.H.III: Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire for programs of music that includes melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical).

Supporting:

- MU:Pr4B.H.III: Identify and describe important theoretical and structural characteristics and context (social, cultural, and historical) in a varied repertoire of music selected for performance programs that includes melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.

Detailed Description/Instructions: Throughout the year students will learn a variety of techniques to produce a characteristic tone for their individual instrument. Students will video record themselves playing and will be evaluated on their tone. Feedback will be provided about proper tone.

Bloom's Levels: Create

Webb's DOK: Level 2

Topic 3: Articulation

Engaging Experience 1

Title: Correct Articulation

Suggested Length of Time: Ongoing

Standards Addressed

Priority:

- MU:Pr5A.H.III: Develop and apply criteria, including feedback from multiple sources, to critique varied programs of music repertoire (melodies, repertoire pieces, stylistically appropriate accompaniments, improvisations in a variety of contrasting styles) selected for individual and small group performance, and create rehearsal strategies to address performance challenges and refine the performances.
- MU:Pr6A.H.III: Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire for programs of music that includes melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical).

Supporting:

- MU:Pr4C.H.III: Explain and present interpretations that demonstrate and describe the context (social, cultural, and historical) and an understanding of the creator's intent in repertoire for varied programs of music that include melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.

Detailed Description/Instructions: Throughout the year students will learn a variety of techniques to produce characteristic articulations for their individual instrument and apply them to multiple genres of music. Students will video record themselves playing and will be evaluated on their articulation. Feedback will be provided about proper articulation.

Bloom's Levels: Create

Webb's DOK: Level 2

Topic 4: Fingering/Note Accuracy

Engaging Experience 1

Title: Fingerings and Note Accuracy

Suggested Length of Time: Ongoing

Standards Addressed

Priority:

- MU:Pr4C.H.III: Explain and present interpretations that demonstrate and describe the context (social, cultural, and historical) and an understanding of the creator's intent in repertoire for varied programs of music that include melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.
- MU:Pr5A.H.III: Develop and apply criteria, including feedback from multiple sources , to critique varied programs of music repertoire (melodies, repertoire pieces, stylistically appropriate accompaniments, improvisations in a variety of contrasting styles) selected for individual and small group performance, and create rehearsal strategies to address performance challenges and refine the performances.
- MU:Pr6A.H.III: Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire for programs of music that includes melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical).

Supporting:

- MU:Pr4B.H.III: Identify and describe important theoretical and structural characteristics and context (social, cultural, and historical) in a varied repertoire of music selected for performance programs that includes melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.

Detailed Description/Instructions: Throughout the year, students will learn a variety of techniques to produce correct fingerings and note accuracy for their individual instrument and apply them to multiple genres of music. Students will video record themselves playing and will be evaluated on their note accuracy. Feedback will be provided about proper fingering and note accuracy.

Bloom's Levels: Create


Webb's DOK: Level 2, 3, 4

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

The ensemble's culminating activity will be a public performance at the end of each semester. Each student will complete a post-concert evaluation in regards to musical technique. An additional performance at this level may include an evaluative or a chamber festival.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Posture	Correct Posture	Through healthy body alignment/posture, proper instrument placement, and left and right hand position, a student will perform with acceptable instrumental performance technique. Students will video record themselves playing and will be evaluated on their posture. Feedback will be provided about proper posture.	Ongoing
Tone	Tone	Throughout the year students will learn a variety of techniques to produce a characteristic tone for their individual instrument. Students will video record themselves playing and will be evaluated on their tone. Feedback will be provided about proper tone.	Ongoing
Articulation	Correct Articulation 	Throughout the year students will learn a variety of techniques to produce characteristic articulations for their individual instrument and apply them to multiple genres of music. Students will video record themselves playing and will be evaluated on their articulation. Feedback will be provided about proper articulation.	Ongoing
Fingering and Note Accuracy	Fingering and Note Accuracy	Throughout the year, students will learn a variety of techniques to produce correct fingerings and note accuracy for their individual instrument and apply them to multiple genres of music. Students will video record themselves playing and will be evaluated on their note accuracy. Feedback will be provided about proper fingering and note accuracy.	Ongoing

Unit 3: Reading

Subject: Symphonic Orchestra

Grade: 9-12

Name of Unit: Reading

Length of Unit: Ongoing

Overview of Unit: The student will engage in a variety of activities that will teach them to perform utilizing appropriate music literacy skills. The student will transfer this understanding to their performances through correct notation and rhythmic accuracy.

Priority Standards for unit:

- MU:Pr4B.H.III: Identify and describe important theoretical and structural characteristics and context (social, cultural, and historical) in a varied repertoire of music selected for performance programs that includes melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.
- MU:Pr5A.H.III: Develop and apply criteria, including feedback from multiple sources , to critique varied programs of music repertoire (melodies, repertoire pieces, stylistically appropriate accompaniments, improvisations in a variety of contrasting styles) selected for individual and small group performance, and create rehearsal strategies to address performance challenges and refine the performances.
- MU:Pr6A.H.III: Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire for programs of music that includes melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical).

Supporting Standards for unit:

- MU:Re7B.H.III: Demonstrate and justify how the structural characteristics function within a variety of musical selections, and distinguish how context (social, cultural, and historical) and creative decisions inform the response.
- MU:Pr4C.H.III: Explain and present interpretations that demonstrate and describe the context (social, cultural, and historical) and an understanding of the creator's intent in repertoire for varied programs of music that include melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
and describe important theoretical and structural characteristics and context (social, cultural, and historical) in a varied repertoire of music selected for performance programs that includes melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.	Identify	Understand	1
and apply criteria, including feedback from multiple sources , to critique varied programs of music repertoire (melodies, repertoire pieces, stylistically appropriate accompaniments, improvisations in a variety of contrasting styles) selected for individual and small group performance, and create rehearsal strategies to address performance challenges and refine the performances.	Develop	Create & Apply	3
with expression and technical accuracy, in individual and small group performances, a varied repertoire for programs of music that includes melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical).	Perform	Apply	4

Essential Questions:

1. How is music represented in written form?

Enduring Understanding/Big Ideas:

1. Music uses a symbolic notation on staves to indicate duration and pitch of sound as well as stylistic interpretation.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	Styles: march chorale

	<p>overture</p> <p>programmatic</p> <p>classical</p> <p>scales</p> <p>arpeggios</p> <p>thirds</p> <p>Instrumentation:</p> <p>flute</p> <p>oboe</p> <p>bassoon</p> <p>clarinet</p> <p>alto saxophone</p> <p>tenor saxophone</p> <p>trumpet</p> <p>french horn</p> <p>trombone</p> <p>euphonium</p> <p>tuba</p> <p>piano</p> <p>bells</p> <p>xylophone</p> <p>chimes</p> <p>vibes (vibraphone)</p> <p>marimba</p> <p>auxiliary percussion</p> <p>timpani</p> <p>snare drum</p> <p>bass drum</p> <p>violin</p> <p>viola</p> <p>cello</p> <p>string bass</p> <p>Notation:</p> <p>clef</p> <p>treble clef</p> <p>alto clef</p> <p>bass clef</p> <p>staff</p> <p>grand staff</p> <p>double bar</p>
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	<p> bar line ledger lines time signature common time 2/4, 3/8, 3/4, 4/4, 5/8, 6/8, 9/8, 12/8, cut time major minor <i>p</i> for <i>piano</i> <i>f</i> for <i>forte</i> <i>mp</i> for <i>mezzo piano</i> <i>mf</i> for <i>mezzo forte</i> <i>pp</i> for <i>pianissimo</i> <i>ff</i> for <i>fortissimo</i> <i>cresc</i> or < for <i>crescendo</i> <i>decresc</i> or > for <i>decrescendo</i> <i>dim</i> for <i>diminuendo</i> <i>accel</i> for <i>accelerando</i> <i>rit</i> for <i>ritardando</i> <i>meno mosso</i> <i>poco</i> <i>allegro</i> <i>moderato</i> <i>andante</i> <i>largo</i> <i>a tempo</i> <i>accent</i> <i>fermata</i> <i>ties</i> <i>slurs</i> <i>glissando</i> (<i>gliss</i>) <i>trill</i> <i>tremolo</i> <i>ponticello</i> <i>sul tasto</i> <i>spiccato</i> <i>martele</i> <i>detache</i> <i>hooked bow</i> <i>loure</i> <i>con sordino/senza sordino</i> </p>
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	<p> <i>solo</i> <i>solì</i> staccato marcato legato accidental sharp flat natural sign rhythm whole note/rest quarter note/rest half note/rest eighth-note/rest dotted half note/rest sixteenth notes/rest dotted quarter/rest dotted eighth/rest dotted quarter note/rest multimeasure rest Rule of the Dot syncopation cadence repeat signs 1st ending/2nd ending <i>DC/Fine</i> <i>DS al coda/Fine</i> balance blend chord divisi unison harmony intonation measure barline Time signature Meter - simple Meter - compound Chromatic </p>
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	Range Timbre Tutti Unison Consonance Dissonance Resonance Vibrato Body alignment/posture
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Topic 1: Notation

Engaging Experience 1

Title: Notation

Suggested Length of Time: Ongoing

Standards Addressed

Priority:

- MU:Pr4B.H.III: Identify and describe important theoretical and structural characteristics and context (social, cultural, and historical) in a varied repertoire of music selected for performance programs that includes melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.
- MU:Pr5A.H.III: Develop and apply criteria, including feedback from multiple sources , to critique varied programs of music repertoire (melodies, repertoire pieces, stylistically appropriate accompaniments, improvisations in a variety of contrasting styles) selected for individual and small group performance, and create rehearsal strategies to address performance challenges and refine the performances.
- MU:Pr6A.H.III: Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire for programs of music that includes melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical).

Supporting:

- MU:Re7B.H.III: Demonstrate and justify how the structural characteristics function within a variety of musical selections, and distinguish how context (social, cultural, and historical) and creative decisions inform the response.
- MU:Pr4C.H.III: Explain and present interpretations that demonstrate and describe the context (social, cultural, and historical) and an understanding of the creator's intent in repertoire for varied programs of music that include melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.

Detailed Description/Instructions: Throughout the year students will learn to read a variety of symbols and signs and apply them to music performance. Students may use resources such as MusicTheory.net and/or SmartMusic.com to practice these concepts.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

The ensemble's culminating activity will be a public performance at the end of each semester. Each student will complete a post-concert evaluation in regards to rhythm and note accuracy. An additional performance at this level may include an evaluative or a chamber festival.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Notation	Notation	Throughout the year students will learn to read a variety of symbols and signs and apply them to music performance. Students may use resources such as MusicTheory.net and/or SmartMusic.com to practice these concepts.	Ongoing

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.