

Strand	Product Performance	
<p style="text-align: center;"><u>Standards</u></p> <p>A.</p> <ul style="list-style-type: none"> • Instrumental performance skills • Expression and technical skills • Group playing 	<p style="text-align: center;"><u>Learning Targets</u></p> <p>1. Beginner Tone Quality</p> <ul style="list-style-type: none"> • Demonstrate basic instrument carriage and maintenance • Demonstrate use of air for a beginner tone • Demonstrate basic understanding of articulations and single tonguing • Demonstrate three ways to change the frequency of a pitch <ol style="list-style-type: none"> 1. Air speed 2. Firmness of Embouchure 3. Length of the instrument • Demonstrate finger strength to produce a good sound when keys/holes are completely covered/depressed • Demonstrate the ability to maintain a consistent uninterrupted tone • Demonstrate proper posture for specific instruments 	
<p>Alignments: CCSS: 6-8.RST.4 Performance: 2.5, 3.2, 3.4 Knowledge: (FA) 1 (CA) 6 (SC) 2 MUGLE: PP.2.A,B,E NETS: 4 DOK: 2</p>		

Instructional Strategies

- Teacher models for basic tone production
- Guided practice for instrument carriage
- Pair/share: students will observe their partner for proper instrument carriage

Assessments/Evaluations

- Teacher observation and feedback
- Self-evaluation
- Peer-evaluation
- Concert performances: Analyze as a class and as individuals
- Guided discussion about recorded performances

Sample Assessment Questions

- What are the three ways to change the frequency of a pitch?
- How do you know if your keys are completely depressed or if your holes are completely covered?

Instructional Resources/Tools

- *Traditions of Excellence, Book 1*
- Instruments and accessories, such as:
 - reeds
 - mouthpiece
 - ligature
 - pencil
- Selected sheet music
- Whiteboard
- CD/DVD recordings

Literacy Connections

- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6–8 texts and topics*

Determine the meaning of general academic and domain-specific words and phrases as they are used in a specific context relevant to sixth grade

Cross Curricular Connections

- Health: Body systems
- Science: Acoustics

Strand	Product Performance Elements and Principles of Music	
<p style="text-align: center;"><u>Standards</u></p> <p>B.</p> <ul style="list-style-type: none">• Instrumental performance skills• Improvisation• Rhythmic notation• Symbols for rhythm, pitch, and expressive elements• Sight reading	<p><u>Learning Targets</u></p> <p>1. Primary Rhythms, Fingerings and Stickings</p> <ul style="list-style-type: none">• Demonstrate proper finger position/grip in relation to the instrument• Demonstrate proper instrument angle• Perform simple ties and slurs• Play basic staccato, legato, and marcato styles• Demonstrate and count rhythms using whole, half, dotted half, and quarter notes along with corresponding rests• Demonstrates proper vowels to match specific articulations• Play with a steady pulse• Improvise a rhythmic pattern with whole, half, and quarter notes• Demonstrate understanding of sight reading method<ul style="list-style-type: none">• Example - STARS method	

Alignments:

CCSS: 6-8.RST.4

Performance: 1.6, 2.5, 3.4

Knowledge: (CA) 6 (FA) 1 (MA) 1-3,6 (SC) 2

MUGLE: PP.2.A; PP.3.A; EP.1.A,C,E

NETS: 4

DOK: 3

Instructional Strategies

- Rhythm games, such as:
 - clapping
 - dry erase board
- Teacher modeling – demonstrating:
 - staccato
 - legato
 - marcatoarticulations
- Video and audio recordings of class
- Sight reading music using the STARS method
- Implement a counting system (1-E-&-A)

Assessments/Evaluations

- Teacher observation and feedback
- Self-evaluation
- Peer-evaluation
- Concert performances - Analyze as a class and as individuals

Sample Assessment Questions

- Match appropriate vowel to corresponding articulation
- What is the first thing you look for while sight reading?

Instructional Resources/Tools

- *Traditions of Excellence, Book 1*
- Instruments and accessories
- Selected sheet music
- Whiteboard
- CD/DVD recordings
- Metronome

Literacy Connections

- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6–8 texts and topics*

Determine the meaning of general academic and domain-specific words and phrases as they are used in a specific context relevant to sixth grade

Cross Curricular Connections

- Math:
 - Patterns
 - Addition
 - Fractions

Strand	Product Performance	
<p style="text-align: center;"><u>Standards</u></p> <p>C.</p> <ul style="list-style-type: none"> • Develop and apply instrumental skills to perform and communicate through the arts • Instrumental performance skills 	<p style="text-align: center;"><u>Learning Targets</u></p> <p>1. Primary Rhythms, Fingerings and Stickings</p> <ul style="list-style-type: none"> • Play one octave major scale in the following keys: Concert B\flat, E\flat, and F • Play one octave chromatic scale beginning on concert B\flat 	
<p>Alignments: CCSS: 6-8.RST.4 Performance: 1.6, 2.5, 3.4 Knowledge: (CA) 6 (FA) 1,2 (MA) 4,5 MUGLE: PP.2.A NETS: N/A DOK: 2</p>		
<p style="text-align: center;"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> • Model how to use fingering charts to figure out a one-octave chromatic scale beginning on a concert B\square • Teacher modeling finger patterns in the keys of concert B\square, E\square, and F • Pair/share: Student will observes their partner's playing and then give them feedback • Dry erase boards to draw notes of the finger patterns • CD's/DVD's • Sight reading to develop finger patterns 		
<p style="text-align: center;"><u>Assessments/Evaluations</u></p> <ul style="list-style-type: none"> • Teacher observation and feedback • Self-evaluation • Peer-evaluation • Summative and formative assesments to gauge understanding of learning targets 		

Sample Assessment Questions

- Identify which finger pattern to use for music in the key of concert B \square
- How is the finger pattern for concert E \flat major similar to the finger pattern for concert F? How are they different?

Instructional Resources/Tools

- *Traditions of Excellence, Book 1*
- Flash cards for note names
- Selected sheet music
- Whiteboard
- Magazine articles

Literacy Connections

- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6–8 texts and topics*

Determine the meaning of general academic and domain-specific words and phrases as they are used in a specific context relevant to sixth grade

Cross Curricular Connections

- Math: Patterns

Strand	Product Performance Elements and Principles of Music	
<p style="text-align: center;"><u>Standards</u></p> <p>D.</p> <ul style="list-style-type: none"> • Instrumental performance skills • Expression and technical skills • Rhythmic notation • Melodic notation • Sight reading • Repertoire 	<p style="text-align: center;"><u>Learning Targets</u></p> <p>1. Music Literacy and Vocabulary</p> <ul style="list-style-type: none"> • Learn and apply new music vocabulary • Interpret notes in basic finger patterns • Learn order of sharps/flats • Learn circle of fifths/fourths • Sight read beginner tunes • Perform music with different time signatures: 4/4, 3/4, and 2/4 • Demonstrates ability to recognize and apply symbols in context 	
<p>Alignments: CCSS: 6-8.RST.4 Performance: 1.5, 2.5, 3.4 Knowledge: (CA) 6 (FA) 3 (MA) 1 MUGLE: EP.1.A,B,E; PP.2.A-C NETS: 4 DOK: 4</p>		

Instructional Strategies

- www.musictheory.net – Name That Key Signature/Note games
- Teacher models note reading skills
- Guided instruction on deciphering pitches on the:
 - treble clef
 - bass clef
 - grand staff
- Notation games on a dry erase board
- Exit tickets with meaning of new vocabulary terms and correct note names/key signatures

Assessments/Evaluations

- Teacher observation and feedback
- Self-evaluation
- Peer-evaluation
- Concert performances: Group discussion
- Summative and formative assessments to gauge understanding of learning targets

Sample Assessment Questions

- What is the function of a time signature? What does each number mean?
- How does an accidental affect a note?

Instructional Resources/Tools

- *Traditions of Excellence, Book 1*
- Instruments and accessories
- Selected sheet music
- Whiteboard
- CD/DVD recordings
- www.musictheory.net
- Metronome

Literacy Connections

- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6–8 texts and topics*

Determine the meaning of general academic and domain-specific words and phrases as they are used in a specific context relevant to sixth grade

Cross Curricular Connections

- Math:
 - Fractions
 - Time signature
- ELA: Additional sight words

Strand	Product Performance Historic and Cultural Contexts	
<u>Standards</u>	<u>Learning Targets</u>	
E. <ul style="list-style-type: none"> • Music’s role and function in various cultures • Repertoire • Genres and styles • Stylistic practices 	1. Music Theory and History <ul style="list-style-type: none"> • Identify and describe composers from selected music • Be able to recognize where specific pitches are on staves • Play a variety of genres or styles from various musical periods and cultures 	
Alignments: CCSS: 6-8.RST.2; 6-8.RST.4; 6-8.WHST.10 Performance: 1.6, 1.9, 2.5 Knowledge: (FA) 5 (SS) 6 MUGLE: PP.2.C; HH.1.C NETS: 3 DOK: 3		
<u>Instructional Strategies</u> <ul style="list-style-type: none"> • Teacher models various genres of music • Guided practice on music notation reading/writing • Whiteboard music notation exercises • Listening to professional recordings • Share information about composers 		
<u>Assessments/Evaluations</u> <ul style="list-style-type: none"> • Teacher observation and feedback • Self-evaluation • Peer-evaluation • Summative and formative assesments to gauge understanding of learning targets 		

Sample Assessment Questions

- How would you notate a 2/4 measure using at least one eighth note?
- Compare and contrast two different pieces you have played

Instructional Resources/Tools

- *Traditions of Excellence, Book 1*
- Books and articles on composers
- Selected sheet music
- Whiteboard
- CD/DVD recordings

Literacy Connections

- Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions
- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6–8 texts and topics*
- Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text

Cross Curricular Connections

- History: Making connection with historical time periods of composers and music
- Math: Musical beat divisions

Strand	Product Performance Artistic Perceptions	
<u>Standards</u>	<u>Learning Targets</u>	
<p>F.</p> <ul style="list-style-type: none"> • Imitation: Play by ear • Improvisation • Criteria for musical performance and compositions 	<p>1. Ear Training</p> <ul style="list-style-type: none"> • Imitate beginner rhythmic patterns • Imitate and sing beginner melodic patterns • Air play using proper vowels and fingerings/positions/stickings 	
Alignments:		
CCSS: 6-8.WHST.4; 6-8.RST.5; 6-8.RST.9		
Performance: 1.6, 2.5, 3.3, 3.4		
Knowledge: (CA) 6 (FA) 1		
MUGLE: PP.2.D; PP.3.A; AP.2.A		
NETS: 4		
DOK: 4		
<u>Instructional Strategies</u>		
<ul style="list-style-type: none"> • Teacher plays rhythm or melody by rote and students echo it by ear • Singing pitches • Imitating simple melodic patterns • Improvising simple melodic patterns • Guided problem solving to play tunes by ear 		

Assessments/Evaluations

- Teacher observation and feedback
- Self-evaluation
- Concerts
- Content target assessment – assessed using a scoring guide
- Formative assessments to gauge understanding of learning targets

Sample Assessment Questions

- Create your own rhythmic pattern using quarter and half notes
- How can you match the given pitch?

Instructional Resources/Tools

- *Traditions of Excellence, Book 1*
- Instruments and accessories
- Tuner
- Selected sheet music
- Whiteboard
- CD/DVD recordings

Literacy Connections

- Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic
- Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

Cross Curricular Connections

- Science: Sound production

Strand	Artistic Perceptions	
<p style="text-align: center;"><u>Standards</u></p> <p>G. Criteria for musical performance and compositions</p>	<p style="text-align: center;"><u>Learning Targets</u></p> <p>1. Musicianship</p> <ul style="list-style-type: none"> • Follows cues of a conductor • Develop and apply skills to evaluate performances with regard to tone quality, expression/phrasing, rhythmic accuracy, pitch accuracy, balance/blend, articulation, style, posture and stage presence 	
<p>Alignments: CCSS: 6-8.RST.2; 6-8.RST.9; 6-8.WHST.10 Performance: 1.6. 2.5. 3.3. 3.4 Knowledge: (CA) 6 (FA) 1 MUGLE: AP.2.A NETS: N/A DOK: 4</p>		
<p style="text-align: center;"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> • The teacher will show the students what to look for when watching a conductor • Teacher conducting using various cues • Guided instruction on skills to evaluate performances • Students will conduct a 3/4 pattern and a 4/4 pattern • Play audio clips of different ensembles playing the same piece 		
<p style="text-align: center;"><u>Assessments/Evaluations</u></p> <ul style="list-style-type: none"> • Teacher observation and feedback • Individual reflections of performance • Concert performances: Analyze as a class 		

Sample Assessment Questions

- Compare and contrast these recordings?
- For what is a conductor responsible?

Instructional Resources/Tools

- *Traditions of Excellence, Book 1*
- Selected sheet music
- CD/DVD recordings

Literacy Connections

- Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions
- Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic
- Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

Write opinion pieces on topics or texts, supporting a point of view with reasons and information

Cross Curricular Connections

- ELA: Compare and contrast