

Strand	Product Performance Artistic Perceptions
<u>Standards</u> A. - Instrumental performance skills - Expression and technical skills - Group playing - Critique musical performance and compositions	<u>Learning Targets</u> 1. Intermediate Tone Quality - Demonstrates ability to play a full dynamic range from <i>piano</i> to <i>forte</i> - Demonstrate understanding of articulations and single tonguing – Ta, Tu, Du, Da, Dot, Dit - Demonstrate an ability to match a given pitch on their instrument - Woodwinds begin performing basic trills - Demonstrate dexterity to seamlessly transition between pitches - Demonstrate an ability to maintain a good characteristic sound while beginning to explore extremes in range - Demonstrate an awareness of other instrument parts and balance accordingly
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; AP.2.B NETS: 4 DOK: 3	

Instructional Strategies

- Teacher models for basic tone production
- Guided practice for tone production, especially in extreme (for age group) registers
- Pair/share: Students will observe their partner for proper instrument carriage
- Professional/college musician modeling: Have students attend a performance of high quality musicians

Assessments/Evaluations

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

Sample Assessment Questions

- Compare the sound you are producing to this professional example
- What is the tendency for a pitch that is decrescendoing? Crescendoing?

Instructional Resources/Tools

- *Traditions of Excellence, Book 2*
- Instruments and accessories
- 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 symbols, key terms and domain-specific words and phrases as they are used in a specific context relevant to seventh grade

Cross Curricular Connections

- Health: Body systems
- Science: Acoustics

Strand	Product Performance Elements and Principles of Music	
<u>Standards</u> B. • Instrumental performance skills • Improvisation • Rhythmic notation • Symbols for rhythm, pitch, and expressive elements • Sight reading		<u>Learning Targets</u> 1. Intermediate Rhythms, Fingerings and Stickings • Demonstrate proper instrument angle • Demonstrate an ability to clearly differentiate between accented or emphasized notes and others • Demonstrate the ability to recognize/apply appropriate articulations in grade 1–2 music • Demonstrate ability to perform rhythms in grade 1–2 music • Demonstrates proper vowels to match specific articulations • Play with a steady pulse in grade 1–2 music • Demonstrate an understanding of syncopation
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: 6b,d DOK: 3		

Instructional Strategies

- Rhythm games, such as:
 - clapping
 - dry erase board
- Teacher modeling: Various rhythmic patterns
- Video and audio recordings of class
- Sight reading music using the STARS method
- Continue using counting system (1-E-&-A)
- Implement possible ways to count triplets: e.g., 1-IS-A

Assessments/Evaluations

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

Sample Assessment Questions

- What alternate fingering would you use in this given passage?
- Write out the counts below this exercise

Instructional Resources/Tools

- *Traditions of Excellence, Book 2*
- Instruments and accessories
- Selected sheet music
- Whiteboard
- Selected internet sources
- 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 symbols, key terms and domain-specific words and phrases as they are used in a specific context relevant to seventh grade

Cross Curricular Connections

- Math:
 - Patterns
 - Addition
 - Fractions

Strand	Product Performance	
	<u>Standards</u> C. • Develop and apply instrumental skills to perform and communicate through the arts • Instrumental performance skills	<u>Learning Targets</u> 1. Intermediate Rhythms, Fingerings and Stickings • Play one octave major scale in the following keys: Concert C, F, B ♭ , E ♭ , G, D, and A • Demonstrate an ability to find and perform natural form of relative minor of each given scale • Play one octave chromatic scale beginning on concert B ♭ • Demonstrate understand of different diatonic intervals
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		
<u>Instructional Strategies</u> • www.musictheory.net – name that key signature • Teacher modeling finger patterns in the keys of concert C, F, B ♭ , E ♭ , G, D, and A • Pair/share: Students observes their partner’s playing • Dry erase boards to draw note of the finger patterns • Visual and audio examples • Sight reading to develop finger patterns in given major/minor keys		

Assessments/Evaluations

- Teacher observation and feedback
- Self-evaluation
- Peer-evaluation
- Summative and formative assessments to gauge understanding of learning targets

Sample Assessment Questions

- Identify the relative minor of concert B $\square$ major
- What is the difference between a natural minor scale and a major scale?

Instructional Resources/Tools

- *Traditions of Excellence, Book 2*
- 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 symbols, key terms and domain-specific words and phrases as they are used in a specific context relevant to seventh grade

Cross Curricular Connections

- Math: Patterns

Strand	Product Performance Elements and Principles of Music	
<u>Standards</u> D. • Instrumental performance skills • Expression and technical skills • Rhythmic notation • Melodic notation • Sight reading • Repertoire		<u>Learning Targets</u> 1. Intermediate Music Literacy and Vocabulary • Learn and apply new music vocabulary found in grade 1–2 music • Interpret notes in finger patterns found in grade 1–2 music • Sight read grade ½ –1 music • Perform music with different time signatures: 3/8, 6/8, 5/4, 4/4, 3/4, and 2/4 • Demonstrate the ability to recognize and apply symbols found in grade 1–2 music
Alignments: CCSS: 6-8.RST.4 Performance: 1.5, 2.5, 3.4 Knowledge: (CA) 6 (FA) 3 (MA) 5 MUGLE: EP.1.A,B,E; PP.2.A-C NETS: 4; 6b DOK: 4		
<u>Instructional Strategies</u> • Teacher models notes in extremes of range • Guided practice on sight reading • Notation exercises on dry erase board • Exit tickets to define vocabulary		

Assessments/Evaluations

- Teacher observation and feedback
- Self-evaluation
- Peer-evaluation
- Concert performances: Group discussion
- Summative and formative assessments to gauge understanding of learning targets
- Adjudicated music festival with feedback from judges

Sample Assessment Questions

- What are the two most common ways to count music in a 6/8 time signature?

Instructional Resources/Tools

- *Traditions of Excellence, Book 2*
- 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 symbols, key terms and domain-specific words and phrases as they are used in a specific context relevant to seventh grade

Cross Curricular Connections

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

Strand	Product Performance Historic and Cultural Contexts	
<u>Standards</u> E. • Music’s role and function in various cultures • Repertoire • Genres and styles • Stylistic practices • Careers in Music		<u>Learning Targets</u> 1. Intermediate Music Theory and History • Recognize common intervals; example half steps, whole steps • Identify, describe, and compare composers from selected music • Notate notes, rhythms, dynamics, and articulations on staff for appropriate clef • Compare and contrast music from a variety of styles and time periods
Alignments: CCSS: 6-8.RST.2; 6-8.RST.4; 6-8.WHST.10 Performance: 1.6, 1.9, 2.5 Knowledge: (CA) 7 (FA) 5 (SS) 6 MUGLE: PP.2.C; HH.1.C,D NETS: 3 DOK: 3		
<u>Instructional Strategies</u> • Teacher models how to properly write notation • Guided practice on creating simple melodies • Dry erase board for writing music notation • Exit tickets on composers or creating scales • Listening to professional recordings • Read aloud articles about composers		

Assessments/Evaluations

- Teacher observation and feedback
- Self-evaluation
- Peer-evaluation
- Summative and formative assessments to gauge understanding of learning targets

Sample Assessment Questions

- How would you describe a typical John Phillips Sousa piece of music?
- Compare and contrast two different pieces you have played

Instructional Resources/Tools

- *Traditions of Excellence, Book 2*
- Books 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

Determine the meaning of symbols, key terms and domain-specific words and phrases as they are used in a specific context relevant to seventh grade

Cross Curricular Connections

- History: Making connection with historical time periods of composers and music
- Math: Musical beat divisions
- ELA: Relationships between language and culture

Strand	Product Performance Artistic Perceptions
<u>Standards</u> F. • Imitation: Play by ear • Improvisation • Musical characteristics, events, and descriptors	<u>Learning Targets</u> 1. Intermediate Ear Training • Match a given pitch by voice and with instrument • Imitate and sing intermediate melodic patterns • Air play using proper vowels and fingerings/positions/stickings • Imitate a passage from a grade 1–2 pieces of music by rote
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 (SC) 1 GLE/CLE: PP.2.D; PP.3.A; AP.1.B NETS: 4; 6b,d DOK: 4	
<u>Instructional Strategies</u> • Singing pitches • Improvising simple melodic patterns • Provide opportunity for sections to work separately on different parts of their music • Guided problem solving to recognize notes by ear	
<u>Assessments/Evaluations</u> • Aural teacher observation and feedback • Self-evaluation • Concerts • Content target assessment scoring guide	

Sample Assessment Questions

- Is the given interval a half step or a whole step?

Instructional Resources/Tools

- *Traditions of Excellence, Book 1*
- Instruments and accessories
- Tuner
- Selected sheet music
- Whiteboard
- Anchor chart of student ideas
- 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: Physics : Sound production
- ELA: Compare and contrast

Strand	Artistic Perceptions	
<u>Standards</u>		<u>Learning Targets</u>
G. Criteria for musical performance and compositions		1. Intermediate Musicianship - 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
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		
<u>Instructional Strategies</u> - The teacher will show the students what to look for when watching a conductor - Teacher conducting using various cues - Guided situational problem solving - Student conducting a 3/4 pattern and a 4/4 pattern - Play audio clips of different ensembles playing the same piece		
<u>Assessments/Evaluations</u> - Teacher observation and feedback - Individual reflections of performance - Concert performances: Analyze as a class		

Sample Assessment Questions

- If you get lost during a piece, what are some things to look for to get back on track?
- What are some different cues a conductor will use and why?

Instructional Resources/Tools

- *Traditions of Excellence, Book 2*
- 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

Cross Curricular Connections

- ELA:
 - Evaluating the content and artistic aspects of oral and visual presentations
 - Compare and contrast