Strand	Product Performance Artistic Perceptions
Concept	Instrumental Performance Skills Expression and Technical Skills Group Playing Critique Musical Performances and Compositions

Standards	**Learning Targets**
A. Intermediate tone quality	1. • Play piano and forte dynamic levels with clear and steady tone production • Use bow weight, speed and contact point to demonstrate a clear and resonant tone on all four strings playing level 2 music literature • Play with proper left hand shape and arm position • Vary bow placement between fingerboard and bridge to control dynamic level • Demonstrates beginner vibrato technique • Play with bow perpendicular to the string • Interpret and play expressive markings • Become aware of other instrument parts and balance sound within the group • Evaluate 7th Grade musical performance

Alignments:
CCSS: 6-8.RST.4
Performance: 2.5, 3.2, 3.4
Knowledge: (CA) 6 (FA) 1 (SC) 2
MUGLE: PP.2.A; PP.2.B; PP.2.E; AP.2.B
NETS: N/A
DOK: 3

Instructional Strategies

- Guided practice of proper tone production
- Teacher modeling of various dynamic levels
- Pair/share
- Professional musician modeling (St. Louis Symphony trip)

Assessments/Evaluations

- Teacher:
  - observation
  - feedback
- Content Target – assessed using a scoring guide
- Concerts
- Individual student evaluations
- Peer evaluation

Sample Assessment Questions

- What conclusions can you draw if you are getting a scratchy sound?
- Compare your tone quality to your teacher's tone quality
- Explain the 3 changes in the bow that happen to create dynamic contrasts

Instructional Resources/Tools

- Essential Elements 2000, Books 2 and 3
- Music repertoire/supplemental materials
- Internet sources
- Professional recordings/performances
- Magazines:
  - ASTA
  - NAFME

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

Cross Curricular Connections

- Science:
  - Physics
  - Weight
  - Velocity
  - Sound

Strand	Product Performance Elements and Principles of Music
Concept	Instrumental Performance Skills Improvisation Rhythmic Notation Symbols of Expression Sight Reading

Standards	**Learning Targets**
B. Intermediate rhythm and bowing	1. • Perform detache bow stroke in level 2 music literature • Perform basic spiccato technique near the frog • Perform accents within music repertoire • Perform double stops/chords within music repertoire • Apply appropriate bowing in level 2 music literature • Demonstrate and count sixteenth note combinations • Demonstrate understanding of rhythm patterns in level 2 music literature • Play with a steady pulse in appropriate metronome markings in level 2 music literature • Sight read rhythmic and melodic notation at level 2 difficulty • Improvise short rhythmic and melodic patterns • Play music literature with mixed meters

Alignments:
CCSS: 6-8.RST.4
Performance: 1.6; 2.5; 3.4
Knowledge: (CA) 6 (FA) 1 (MA) 1-3,6 (SC)
MUGLE: PP.2.A; PP.3.A; EP.1.A; EP.1.C; EP.1.E
NETS: 6b,d
DOK: 3

Instructional Strategies

- Rhythm games, such as:
  - clapping
  - writing on dry erase boards
- SmartMusic computer program
- Shadow bowing
- Teacher modeling of various rhythmic patterns
- Counting systems (1e & a, etc.)
- Professional musician modeling (St. Louis Symphony trip)
- Video recording of class
- Pair/share
- Sight reading
- Guided practice of various bowing techniques

Assessments/Evaluations

- Teacher:
  - observation
  - feedback
- Content target – assessed using a scoring guide
- Concerts
- Individual student evaluation
- Peer evaluation
- Adjudicated music contest

Sample Assessment Questions
• How do various rhythms affect the bow speed and distribution? • Write out the numeric counting system below each note
Instructional Resources/Tools

• *Essential Elements 2000,* Books 2 and 3
• Metronome
• SmartMusic computer program
• Music repertoire/supplemental material
• Internet sources
• Magazines:
  • ASTA
  • NAFME

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
Cross Curricular Connections

• Math:
  • Patterns
  • Fractions

Strand	Product Performance
Concept	Instrumental Performance Skills

Standards	**Learning Targets**
C. Intermediate finger patterns and scales	1. • Play one and/or two octave major scales in the following keys: A, Bb, C, D, Eb, F and G • Perform familiar melodies in higher positions • Demonstrate the following finger patterns: Violin/viola – 01 2 34 01 23 4 Cello – reinforce extended patterns Bass – reinforce 3rd position

Alignments:
CCSS: 6-9.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

Instructional Strategies

- Teacher modeling of melodies in higher positions
- SmartMusic computer program
- Guided practice of various scale patterns
- Pair/share
- Left hand finger pattern hand signals
- Dry erase boards – notating scales
- Visual/audio examples
- Sight reading

Assessments/Evaluations

- Teacher:
  - observation
  - feedback
- Content target – assessed using a scoring guide
- Student evaluation – visual and auditory
- Adjudicated music contest
- Group/individual playing tests
- Music markings – half and whole steps

Sample Assessment Questions

- Identify the half step patterns in a piece of music literature
- How are scales the foundation of music?

Instructional Resources/Tools

- *Essential Elements 2000,* Books 2 and 3
- Electronic tuner
- SmartMusic computer program
- Music repertoire
- Internet sources
- Magazines:
  - ASTA
  - NAFME

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

Cross Curricular Connections

- Math: Patterns

Strand	Product Performance Elements of Music
Concept	Rhythmic Notation Melodic Notation Sight Reading Instrumental Performance Skills Expression and Technical Skills Repertoire

Standards	Learning Targets
D. Intermediate music literacy and vocabulary	1. • Learn and apply new music vocabulary for level 2 music literature • Interpret notes in 3rd position for violin/viola and 4th position for cello • Apply key signature and accidentals (up to 3# and 2b) • Sight-read music using 6th grade skill level • Apply and perform mixed meter time signatures to level 2 music literature • Demonstrate literacy skills in level 2 music literature (decoding and comprehension) of symbols • Demonstrate proper instrument care

Alignments
CCSS: 6-8.RST.4
Performance: 1.5, 2.5, 3.4
Knowledge: (CA) 6 (FA) 3 (MA) 5
MUGLE: EP.1.A; EP.1.B; EP.1.E; PP.2.A; PP.2.B; PP.2.C
NETS: 6b
DOK: 4

Instructional Strategies

- Teacher modeling of finger patterns in higher positions
- Smart Music computer program
- Guided practice of sight reading skills
- Exit tickets – to define vocabulary
- Dry erase boards – notation of 3rd position
- Sing pitches
- Sight reading at 6th grade level
- Music markings – sharps and flats
- Teacher feedback

Assessments/Evaluations

- Content target – assessed using a scoring guide
- Student evaluation
- Adjudicated music contest
- Teacher observation of student performance
- Concerts
- Peer evaluation

Sample Assessment Questions

- Analyze the process used to sight-read music
- How does the accidental affect the given key signature?

Instructional Resources/Tools

- *Essential Elements 2000*, Books 2 and 3
- Metronome
- SmartMusic computer program
- Music:
  - repertoire
  - recordings
- Internet sources

- Magazines:
  - ASTA
  - NAFME

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

Cross Curricular Connections

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