



Beginning Orchestra  
Curriculum Guide  
Grades 7-8  
2017-18

# Paramount Unified School District

## Educational Services

### Beginning Orchestra – Grades 7 and 8 Course Outline and Pacing Guide

#### **Course Description**

This instrumental music course is designed to introduce students to learn the basics of performing on a string instrument. Students perform on a string instrument, participate in performances and examine a variety of music forms from past and present.

#### **Course Goals**

- Demonstrate and maintain proper care of musical instruments
- Develop the ability to play simple melodies
- Read and interpret note reading skills
- Listen to, describe, and perform music of various styles from a variety of cultures

#### **Instrumental Music Standards**

##### Artistic Perception

###### *Read and Notate Music*

- 1.2 Read, write, and perform rhythmic and melodic notation, using standard symbols for pitch, meter, rhythm, dynamics, and tempo in duple and triple meters
- 1.3 Transcribe simple aural examples into rhythmic notation
- 1.4 Sight-read simple melodies in the treble clef or bass clef.

##### Creative Expression

###### *Apply Vocal and Instrumental Skills*

- 2.3 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures and expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles (level of difficulty: 1 on a scale of 1-6).

##### Historical and Cultural Context

###### *Diversity of Music*

- 3.4 Listen to, describe, and perform music of various styles from a variety of cultures.

#### Textbook

*Essential Elements 2000*, Hal Leonard (various instrument titles)

Paramount Unified School District  
**Educational Services**

Beginning Orchestra – Grades 7 and 8

Weeks	Content	Performance Objectives	VAPA Standards for Music
	Text Book: <i>Essential Elements Book 1</i>		
<p style="text-align: center;"><b>Weeks 1-8</b></p> <p>VOCABULARY</p> <p>instrument posture breathing hand position</p>	<p>Preparation for the Winter Concert Performance</p> <p>Concert Pieces:            #18 Morning Dance            #20 Good King Wenceslas            #41 Jingle Bells            #36 Dreidel            #42 Old MacDonald Had a Farm</p>	<p>Teacher selects based on the student’s performance level:</p> <p>Sequential Lessons in Essential Elements 2000 Strings Book 1:</p> <ul style="list-style-type: none"> <li>• The Pulse of Music, page 4</li> <li>• Quarter Note, page 4</li> <li>• Quarter Rest, page 4</li> <li>• Music Staff, page 4</li> <li>• Bar Lines, page 4</li> <li>• Measures, page 4</li> <li>• Tuning Track, page 4</li> <li>• Let’s Play “Open D”, page 4</li> <li>• Let’s Play “Open A”, page 4</li> <li>• Two’s a Team, page 4</li> <li>• At Pierrot’s Door, page 4</li> <li>• Bass Clef, page 5</li> <li>• Time Signature (Meter), page 5</li> <li>• Double Bar, page 5</li> <li>• Jumping Jacks, page 5</li> </ul>	<p><u>Artistic Perception</u>  <u>Read and Notate Music</u></p> <p>1.2 Read, write, and perform rhythmic and melodic notation, using standard symbols for pitch, meter, rhythm, dynamics, and tempo in duple and triple meters</p> <p>1.3 Transcribe simple aural examples into rhythmic notation</p> <p>1.4 Sight-read simple melodies in the treble clef or bass clef.</p> <p><u>Creative Expression</u>  <u>Apply Vocal and Instrumental Skills</u></p> <p>2.3 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures and expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles (level of difficulty: 1 on a scale of 1-6).</p>

Weeks	Content	Performance Objectives	VAPA Standards for Music
<p><b>Weeks 1-8</b></p> <p>VOCABULARY</p> <p>counting major scale whole note half note quarter note</p>	<p>Preparation for the Winter Concert Performance</p> <p>Preparation for the Winter Concert Performance will take place at the VAPA Collaboration Meetings.</p> <p>Concert Pieces: #18 Morning Dance #20 Good King Wenceslas #41 Jingle Bells #36 Dreidel #42 Old MacDonald Had a Farm</p>	<p>Teacher selects based on the student's performance level:</p> <ul style="list-style-type: none"> <li>• Mix 'Em Up, page 5</li> <li>• Repeat Sign, page 5</li> <li>• Counting, page 5</li> <li>• Count Carefully, page 5</li> </ul> <p>Essential Elements Quiz, page 5</p> <ul style="list-style-type: none"> <li>• Shaping the Left Hand: G, F#, E, page 6</li> <li>• Let's Read "G", page 6</li> <li>• Let's Read "F" (F-Sharp), page 6</li> <li>• Lift Off, page 6</li> <li>• Shaping the Right Hand: Bow Builder One, page 7 (<i>Practice Daily</i>)</li> <li>• On the Trail, page 7</li> <li>• Let's Read "E", page 7</li> <li>• Walking Song, page 7</li> </ul> <p>Essential Elements Quiz, page 7</p>	<p><u>Artistic Perception</u> <u>Read and Notate Music</u></p> <p>1.2 Read, write, and perform rhythmic and melodic notation, using standard symbols for pitch, meter, rhythm, dynamics, and tempo in duple and triple meters</p> <p>1.4 Sight-read simple melodies in the treble clef or bass clef.</p> <p><u>Creative Expression</u> <u>Apply Vocal and Instrumental Skills</u></p> <p>2.3 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures and expression, technical accuracy, tone quality, and articulation (level of difficulty: 1 on a scale of 1-6).</p> <p><u>Historical and Cultural Context</u> <u>Diversity of Music</u></p> <p>3.4 Listen to, describe, and perform music of various styles from a variety of cultures.</p>

Weeks	Content	Performance Objectives	VAPA Standards for Music
<p><b>Weeks 1-8</b></p> <p>VOCABULARY</p> <p>tone bow pitch open string</p>	<p>Preparation for the Winter Concert Performance</p> <p>Concert Pieces: #18 Morning Dance #20 Good King Wenceslas #41 Jingle Bells #36 Dreidel #42 Old MacDonald Had a Farm</p>	<p>Teacher selects based on the student's performance level:</p> <ul style="list-style-type: none"> <li>• Bow Builder Two, page 8</li> <li>• Hopscotch, page 8</li> <li>• Morning Dance, page 8</li> <li>• Rolling Along, page 8</li> <li>• Workouts, page 9</li> <li>• Good King Wenceslas, page 9</li> <li>• Seminole Chant, page 9</li> </ul> <p>Essential Elements Quiz: Lightly Row, page 9</p> <ul style="list-style-type: none"> <li>• A String Notes, page 10</li> <li>• Ledger Lines, page 10</li> <li>• Let's Read "D", page 10</li> <li>• Let's Read C#, page 10</li> <li>• Take Off, page 10</li> <li>• Caribbean Island, page 10</li> <li>• Olympic High Jump, page 11</li> <li>• Let's Read "B", page 11</li> </ul>	<p><u>Artistic Perception</u> <u>Read and Notate Music</u></p> <p>1.2 Read, write, and perform rhythmic and melodic notation, using standard symbols for pitch, meter, rhythm, dynamics, and tempo in duple and triple meters</p> <p>1.4 Sight-read simple melodies in the treble clef or bass clef.</p> <p><u>Creative Expression</u> <u>Apply Vocal and Instrumental Skills</u></p> <p>2.3 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures and expression, technical accuracy, tone quality, and articulation (level of difficulty: 1 on a scale of 1-6).</p> <p><u>Historical and Cultural Context</u> <u>Diversity of Music</u></p> <p>3.4 Listen to, describe, and perform music of various styles from a variety of cultures.</p>

Weeks	Content	Performance Objectives	VAPA Standards for Music
<p><b>Weeks 9-17</b></p> <p>VOCABULARY</p> <p>scale song rhythm sight-read</p>	<p>Preparation for the Winter Concert Performance</p> <p>Concert Pieces: #18 Morning Dance #20 Good King Wenceslas #41 Jingle Bells #36 Dreidel #42 Old MacDonald Had a Farm</p> <p>First Quarter Assessment</p> <p>1. Written assessments on note names and values. 2. Pulse and counting test on rhythms.</p>	<p>Teacher selects based on the student's performance level:</p> <ul style="list-style-type: none"> <li>• Half Way Down, page 11</li> <li>• Right Back Up, page 11</li> <li>• Scale, page 11</li> <li>• Down the D Scale, page 11</li> </ul> <p>Essential Elements Quiz: Up the D Scale</p> <ul style="list-style-type: none"> <li>• Bow Builder Four, page 12</li> <li>• Song for Christine, page 12</li> <li>• Natalie's Rose, page 12</li> </ul> <p>Essential Creativity Assessment, p. 12</p> <ul style="list-style-type: none"> <li>• Dreidel, page 13</li> <li>• Bow Builder Five, page 13</li> <li>• Down Bow, Up Bow, page 13</li> <li>• Rosin Rap #1-#3, page 13</li> <li>• Theory Review, page 14</li> </ul>	<p><u>Artistic Perception</u> <u>Read and Notate Music</u></p> <p>1.2 Read, write, and perform rhythmic and melodic notation, using standard symbols for pitch, meter, rhythm, dynamics, and tempo in duple and triple meters</p> <p>1.4 Sight-read simple melodies in the treble clef or bass clef.</p> <p><u>Creative Expression</u> <u>Apply Vocal and Instrumental Skills</u></p> <p>2.3 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures and expression, technical accuracy, tone quality, and articulation (level of difficulty: 1 on a scale of 1-6).</p> <p><u>Historical and Cultural Context</u> <u>Diversity of Music</u></p> <p>3.4 Listen to, describe, and perform music of various styles from a variety of cultures.</p>

Weeks	Content	Performance Objectives	VAPA Standards for Music
<p><b>Weeks 9-17</b></p> <p>VOCABULARY</p> <p>Melody Tempo Duple triple</p>	<p>Preparation for the Winter Concert Performance</p> <p>Concert Pieces: #18 Morning Dance #20 Good King Wenceslas #41 Jingle Bells #36 Dreidel #42 Old MacDonald Had a Farm</p>	<p>Teacher selects based on the student's performance level:</p> <ul style="list-style-type: none"> <li>• Carolina Breeze, page 14</li> <li>• Jingle Bells, page 14</li> <li>• Old MacDonald Had a Farm, page 14</li> <li>• History – Mozart, page 15</li> <li>• A Mozart Melody, page 15</li> <li>• Key Signature D Major, page 15</li> <li>• Matthew's March, page 15</li> <li>• Christopher's Tune, page 15</li> </ul> <p>Essential Elements' Creativity Assessment, page 15</p> <ul style="list-style-type: none"> <li>• Bow Builder Six, page 16</li> <li>• Bow on the D String, page 16</li> <li>• Bow on the A String, page 16</li> <li>• Workouts: String Levels, p. 17</li> <li>• Raise and Lower, page 17</li> <li>• Teeter Totter, page 17</li> <li>• Mirror Image, page 17</li> </ul>	<p><u>Artistic Perception</u> <u>Read and Notate Music</u></p> <p>1.2 Read, write, and perform rhythmic and melodic notation, using standard symbols for pitch, meter, rhythm, dynamics, and tempo in duple and triple meters</p> <p>1.4 Sight-read simple melodies in the treble clef or bass clef.</p> <p><u>Creative Expression</u> <u>Apply Vocal and Instrumental Skills</u></p> <p>2.3 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures and expression, technical accuracy, tone quality, and articulation (level of difficulty: 1 on a scale of 1-6).</p> <p><u>Historical and Cultural Context</u> <u>Diversity of Music</u></p> <p>3.4 Listen to, describe, and perform music of various styles from a variety of cultures.</p>

Weeks	Content	Performance Objectives	VAPA Standards for Music
<p><b>Weeks 9-17</b></p> <p>VOCABULARY</p> <p>concert bow builder D Major Scale style</p>	<p>Preparation for the Winter Concert Performance</p> <p>Concert Pieces: #18 Morning Dance #20 Good King Wenceslas #41 Jingle Bells #36 Dreidel #42 Old MacDonald Had a Farm</p>	<p>Teacher selects based on the student's performance level:</p> <ul style="list-style-type: none"> <li>• Bow Lift, page 17</li> <li>• A Strand of D 'N' A, page 17</li> </ul> <p>Essential Elements Quiz: Olympic Challenge, page 17</p> <ul style="list-style-type: none"> <li>• Bow Builder Seven, page 17</li> </ul> <p>Putting It All Together, pages 18-19</p> <ul style="list-style-type: none"> <li>• Bowing "G"</li> <li>• Back and Forth</li> <li>• Down and Up</li> <li>• Tribal Lament</li> <li>• Bowing "D"</li> <li>• Little Steps</li> <li>• Elevator Down</li> <li>• Elevator Up</li> <li>• Down the D Major Scale</li> <li>• Scale Simulator</li> </ul> <p>Essential Elements Quiz: The D Major Scale, page 19</p>	<p><u>Artistic Perception</u> <u>Read and Notate Music</u></p> <p>1.2 Read, write, and perform rhythmic and melodic notation, using standard symbols for pitch, meter, rhythm, dynamics, and tempo in duple and triple meters</p> <p>1.4 Sight-read simple melodies in the treble clef or bass clef.</p> <p><u>Creative Expression</u> <u>Apply Vocal and Instrumental Skills</u></p> <p>2.3 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures and expression, technical accuracy, tone quality, and articulation (level of difficulty: 1 on a scale of 1-6).</p> <p><u>Historical and Cultural Context</u> <u>Diversity of Music</u></p> <p>3.4 Listen to, describe, and perform music of various styles from a variety of cultures.</p>



Weeks	Content	Performance Objectives	VAPA Standards for Music
<p><b>Weeks 9-17</b></p> <p>VOCABULARY</p> <p>half note half rest describe listen treble clef 2/4 time signature</p>	<p>Preparation for the Winter Concert Performance</p> <p>Concert Pieces: #18 Morning Dance #20 Good King Wenceslas #41 Jingle Bells #36 Dreidel #42 Old MacDonald Had a Farm</p>	<p>Teacher selects based on the student's performance level:</p> <ul style="list-style-type: none"> <li>• Let's Read "C#", page 19</li> <li>• Eighth Notes, page 20</li> <li>• Rhythm Rap, page 20</li> <li>• Pepperoni Pizza, page 20</li> <li>• Rhythm Rap, page 20</li> <li>• D Major Scale Up, page 20</li> <li>• Tempo Markings, page 20</li> <li>• Hot Cross Buns, page 20</li> <li>• Au Claire De La Lune, page 20</li> <li>• Rhythm Rap, page 21</li> <li>• Buckeye Salute, page 21</li> <li>• 2/4 Time Signature, page 21</li> <li>• Rhythm Rap, page 21</li> <li>• Two by Two, page 21</li> <li>• 1<sup>st</sup> &amp; 2<sup>nd</sup> Endings, page 21</li> </ul> <p>Essential Elements Quiz: For Pete's Sake, page 21</p> <ul style="list-style-type: none"> <li>• Half Note and Half Rest, p. 22</li> </ul>	<p><u>Artistic Perception</u> <u>Read and Notate Music</u></p> <p>1.2 Read, write, and perform rhythmic and melodic notation, using standard symbols for pitch, meter, rhythm, dynamics, and tempo in duple and triple meters</p> <p>1.4 Sight-read simple melodies in the treble clef or bass clef.</p> <p><u>Creative Expression</u> <u>Apply Vocal and Instrumental Skills</u></p> <p>2.3 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures and expression, technical accuracy, tone quality, and articulation (level of difficulty: 1 on a scale of 1-6).</p> <p><u>Historical and Cultural Context</u> <u>Diversity of Music</u></p> <p>3.4 Listen to, describe, and perform music of various styles from a variety of cultures.</p>

Weeks	Content	Performance Objectives	VAPA Standards for Music
<p><b>Weeks 9-17</b></p> <p>VOCABULARY</p> <p>rehearsal Dreidel program audience</p>	<p><b><u>Perform Winter Concert Performance</u></b></p> <p><u>First Semester Assessment</u></p> <ol style="list-style-type: none"> <li>1. Written assessments on note names and values.</li> <li>2. Pulse and counting tests on rhythms.</li> <li>3. Winter Concert Performance</li> <li>4. Written assessment on all music notation covered during first semester (comprehensive).</li> <li>6. Playing assessment on scales and assigned material.</li> </ol>	<p><u>Rehearse Concert Selections</u> <u>Select 2-4 Additional Songs from Pages 4-21</u></p> <p>Teacher selects from songs rehearsed (2-4 additional songs) based on the student's performance level for concert pieces and five concert pieces:</p> <p>Concert Pieces:  #18 Morning Dance  #20 Good King Wenceslas  #41 Jingle Bells  #36 Dreidel  #42 Old MacDonald Had a Farm</p> <p>Add the additional songs to the printed program.</p>	<p><u>Artistic Perception</u> <u>Read and Notate Music</u></p> <ol style="list-style-type: none"> <li>1.2 Read, write, and perform rhythmic and melodic notation, using standard symbols for pitch, meter, rhythm, dynamics, and tempo in duple and triple meters</li> <li>1.4 Sight-read simple melodies in the treble clef or bass clef.</li> </ol> <p><u>Creative Expression</u> <u>Apply Vocal and Instrumental Skills</u></p> <ol style="list-style-type: none"> <li>2.3 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures and expression, technical accuracy, tone quality, and articulation (level of difficulty: 1 on a scale of 1-6).</li> </ol> <p><u>Historical and Cultural Context</u> <u>Diversity of Music</u></p> <ol style="list-style-type: none"> <li>3.4 Listen to, describe, and perform music of various styles from a variety of cultures.</li> </ol>

Weeks	Goals	Performance Objectives	VAPA Standards for Music
<p><b>Weeks 18-27</b></p> <p>VOCABULARY</p> <p>ear training tracking notes symbols singing patterns clapping patterns</p>	<p><u>Second Semester Goals</u></p> <p>Students will perform The Basics, pages 2-3:</p> <ul style="list-style-type: none"> <li>• Posture</li> <li>• Taking Care of Your Instrument</li> <li>• Holding Your Instrument</li> <li>• Getting It Together</li> <li>• Reading Music</li> <li>• Singing</li> <li>• Ear Training</li> <li>• Tracking Printed Notes while Listening</li> <li>• Singing and Clapping Rhythm Patterns</li> </ul> <p>Preparation for the Spring Concert Performance will take place at the VAPA Collaboration Meetings.</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Expand range of notes learned</li> <li>• Expand basic music reading skills</li> <li>• Reinforce previously learned musical skills</li> <li>• Foster good practice skills (i.e., assessment of needs, development of technique, isolation of problem areas, and short frequent practice sessions)</li> <li>• Associate finger number, note name, and note symbol</li> <li>• Prepare for year-end performance</li> </ul>	<p><u>Artistic Perception</u> <u>Read and Notate Music</u></p> <p>1.2 Read, write, and perform rhythmic and melodic notation, using standard symbols for pitch, meter, rhythm, dynamics, and tempo in duple and triple meters</p>

Weeks	Content	Performance Objectives	VAPA Standards for Music
<p><b>Weeks 18-27</b></p> <p>VOCABULARY</p> <p>repeat signs chord harmony Music History</p>	<p>Preparation for the Spring Concert Performance</p> <p><u>Songs</u> Pages 22-25</p> <p><u>Essential Elements Assessment</u> Pages 23</p>	<p>1. Teachers select songs adding to individual students' repertoire based on students' skill.</p> <p>2. Teacher teaches all lessons on notes, music theory, history and administers Essential Element's quizzes:</p> <p><u>Music Teaching, Pages 22-26</u> Half Note, Half Rest Repeat Signs History – Ludwig van Beethoven Chord, Harmony History – Offenbach, Operetta G String Notes Key Signature G Major</p>	<p><u>Artistic Perception</u> <u>Read and Notate Music</u></p> <p>1.2 Read, write, and perform rhythmic and melodic notation, using standard symbols for pitch, meter, rhythm, dynamics, and tempo in duple and triple meters</p> <p>1.4 Sight-read simple melodies in the treble clef or bass clef.</p> <p><u>Creative Expression</u> <u>Apply Vocal and Instrumental Skills</u></p> <p>2.3 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures and expression, technical accuracy, tone quality, and articulation (level of difficulty: 1 on a scale of 1-6).</p>

Weeks	Content	Performance Objectives	VAPA Standards for Music
<p><b>Weeks 18-27</b></p> <p>VOCABULARY</p> <p>time signature dotted half note tie slur upbeat D.C. al Fine</p>	<p>Continue planning second performance for June, 2011.</p> <p>Differentiate depending on skill level individually or in groups:</p> <p><u>Songs</u> Pages 27-30</p> <p><u>Essential Elements Assessments</u> Pages 27, 28</p>	<p><u>Music Teaching, Pages 27-30</u></p> <p>Time Signature (Meter) Conducting</p> <p>Time Signature (Meter) 3/4 Conducting</p> <p>Dotted Half Note Tie Slur Upbeat</p> <p>History – Latin American Music D.C. al Fine</p>	<p><u>Artistic Perception</u> <u>Read and Notate Music</u></p> <p>1.2 Read, write, and perform rhythmic and melodic notation, using standard symbols for pitch, meter, rhythm, dynamics, and tempo in duple and triple meters</p> <p>1.4 Sight-read simple melodies in the treble clef or bass clef.</p> <p><u>Creative Expression</u> <u>Apply Vocal and Instrumental Skills</u></p> <p>2.3 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures and expression, technical accuracy, tone quality, and articulation (level of difficulty: 1 on a scale of 1-6).</p>

Weeks	Content	Performance Objectives	VAPA Standards for Music
<p><b>Weeks 18-27</b></p> <p>VOCABULARY</p> <p>natural half step whole step chromatics duet</p>	<p>Preparation for the Spring Concert Performance</p> <p>Differentiate depending on skill level individually or in groups:</p> <p><u>Songs</u> Pages 31-34</p> <p><u>Essential Elements Assessments</u> Pages 34</p> <p><u>Third Quarter Assessment</u></p> <ol style="list-style-type: none"> <li>1. Written note tests on note names and values.</li> <li>2. Pulse and counting tests on rhythms.</li> </ol>	<p>Begin selecting songs for performance in June. Rehearse these songs often.</p> <p>Ask students for a couple of favorites and ask students to explain why the songs are favorites. Add a couple of student favorites and cultural favorites from the book to your performance list.</p> <p><u>Music Teaching, Pages 31-34</u> Skill Builder History – Far Eastern Music Second Finger on the D String Natural Half Step, Whole Step Second Finger on the A String Chromatics Key Signature C Major Duet History – National Flavor Composition</p>	<p><u>Artistic Perception</u> <u>Read and Notate Music</u></p> <p>1.2 Read, write, and perform rhythmic and melodic notation, using standard symbols for pitch, meter, rhythm, dynamics, and tempo in duple and triple meters</p> <p>1.4 Sight-read simple melodies in the treble clef or bass clef.</p> <p><u>Creative Expression</u> <u>Apply Vocal and Instrumental Skills</u></p> <p>2.3 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures and expression, technical accuracy, tone quality, and articulation (level of difficulty: 1 on a scale of 1-6).</p>

Weeks	Content	Performance Objectives	VAPA Standards for Music
<p><b>Weeks 28-36</b></p> <p>VOCABULARY</p> <p>rounds canons themes variations team work listening skills</p>	<p>Preparation for the Spring Concert Performance</p> <p>Differentiate depending on skill level individually or in groups:</p> <p><u>Songs</u> Pages 35-40</p> <p><u>Essential Elements Assessment</u> Pages 35, 39</p>	<p>Begin selecting songs for performance in June. Rehearse these songs often.</p> <p>Ask students for suggestions and to explain why the songs are favorites. Add a couple of student favorites and cultural favorites from the book to your concert performance list.</p> <p><u>Music Teaching, Pages 35-40</u> History – Rounds and Canons Theme and Variations C String Notes Whole Note Whole Rest Arpeggio Team Work Listening Skills</p>	<p><u>Artistic Perception</u> <u>Read and Notate Music</u></p> <p>1.2 Read, write, and perform rhythmic and melodic notation, using standard symbols for pitch, meter, rhythm, dynamics, and tempo in duple and triple meters</p> <p>1.4 Sight-read simple melodies in the treble clef or bass clef.</p> <p><u>Creative Expression</u> <u>Apply Vocal and Instrumental Skills</u></p> <p>2.3 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures and expression, technical accuracy, tone quality, and articulation (level of difficulty: 1 on a scale of 1-6).</p>

Weeks	Content	Performance Objectives	VAPA Standards for Music
<p><b>Weeks 28-36</b></p>	<p>Preparation for the Spring Concert Performance</p> <p>Rehearse Concert Performance Pieces (7-9 pieces)</p>	<p>Preparation for the Spring Concert Performance</p> <p>Preparation for the Sprint Concert Performance will take place at the VAPA Collaboration Meetings.</p>	<p><u>Artistic Perception</u> <i>Read and Notate Music</i></p> <p>1.2 Read, write, and perform rhythmic and melodic notation, using standard symbols for pitch, meter, rhythm, dynamics, and tempo in duple and triple meters</p> <p>1.4 Sight-read simple melodies in the treble clef or bass clef.</p> <p><u>Creative Expression</u> <i>Apply Vocal and Instrumental Skills</i></p> <p>2.3 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures and expression, technical accuracy, tone quality, and articulation (level of difficulty: 1 on a scale of 1-6).</p>



Weeks	Content	Performance Objectives	VAPA Standards for Music
<p><b>Weeks 28-36</b></p>	<p><b>Spring Band Performance</b></p> <p><u>Second Semester Assessment</u></p> <ol style="list-style-type: none"> <li>1. Pulse and counting tests on rhythms.</li> <li>2. Spring Concert Performance</li> <li>3. Written assessment on all music notation covered during year (comprehensive).</li> </ol>	<p>Students perform individually or in small groups using performance lists from their repertoire in class.</p> <p style="text-align: center;"><u>Content After Performance</u></p> <ul style="list-style-type: none"> <li>• Performance Spotlight Songs, pages 40-45</li> <li>• Revisit Performing Music of Favorite Songs (Individual Repertoire)</li> <li>• Revisit Concert Pieces</li> </ul>	<p><u>Artistic Perception</u> <u>Read and Notate Music</u></p> <p>1.2 Read, write, and perform rhythmic and melodic notation, using standard symbols for pitch, meter, rhythm, dynamics, and tempo in duple and triple meters</p> <p>1.4 Sight-read simple melodies in the treble clef or bass clef.</p> <p><u>Creative Expression</u> <u>Apply Vocal and Instrumental Skills</u></p> <p>2.3 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures and expression, technical accuracy, tone quality, and articulation (level of difficulty: 1 on a scale of 1-6).</p>