

Strand	Product Performance Artistic Perceptions
<p style="text-align: center;"><b><u>Standards</u></b></p> <p>A.</p> <ul style="list-style-type: none"> <li>• Instrumental performance skills</li> <li>• Expression and technical skills</li> <li>• Group playing</li> <li>• Critique musical performance and compositions</li> </ul>	<p style="text-align: center;"><b><u>Learning Targets</u></b></p> <p>1. Intermediate Tone Quality</p> <ul style="list-style-type: none"> <li>• Demonsatrates ability to play a full dynamic range from <i>piano</i> to <i>forte</i></li> <li>• Demonstrate understanding of articulations and single tonguing – Ta, Tu, Du, Da, Dot, Dit</li> <li>• Demonstrate an ability to match a given pitch on their instrument</li> <li>• Woodwinds begin performing basic trills</li> <li>• Demonstrate dexterity to seamlessly transition between pitches</li> <li>• Demonstrate an ability to maintain a good characteristic sound while beginning to explore extremes in range</li> <li>• Demonstrate an awareness of other instrument parts and balance accordingly</li> </ul>
<p><b>Alignments:</b>  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</p>	

### **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
<p style="text-align: center;"><b><u>Standards</u></b></p> <p>B.</p> <ul style="list-style-type: none"> <li>• Instrumental performance skills</li> <li>• Improvisation</li> <li>• Rhythmic notation</li> <li>• Symbols for rhythm, pitch, and expressive elements</li> <li>• Sight reading</li> </ul>	<p style="text-align: center;"><b><u>Learning Targets</u></b></p> <p>1. Intermediate Rhythms, Fingerings and Stickings</p> <ul style="list-style-type: none"> <li>• Demonstrate proper instrument angle</li> <li>• Demonstrate an ability to clearly differentiate between accented or emphasized notes and others</li> <li>• Demonstrate the ability to recognize/apply appropriate articulations in grade 1–2 music</li> <li>• Demonstrate ability to perform rhythms in grade 1–2 music</li> <li>• Demonstrates proper vowels to match specific articulations</li> <li>• Play with a steady pulse in grade 1–2 music</li> <li>• Demonstrate an understanding of syncopation</li> </ul>
<p><b>Alignments:</b>  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</p>	

### **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	
	<p style="text-align: center;"><u><b>Standards</b></u></p> <p>C.</p> <ul style="list-style-type: none"><li>• Develop and apply instrumental skills to perform and communicate through the arts</li><li>• Instrumental performance skills</li></ul>	<p style="text-align: center;"><u><b>Learning Targets</b></u></p> <p>1. Intermediate Rhythms, Fingerings and Stickings</p> <ul style="list-style-type: none"><li>• Play one octave major scale in the following keys: Concert C, F, B ♭ , E ♭ , G, D, and A</li><li>• Demonstrate an ability to find and perform natural form of relative minor of each given scale</li><li>• Play one octave chromatic scale beginning on concert B ♭</li><li>• Demonstrate understand of different diatonic intervals</li></ul>
<p><b>Alignments:</b> 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><b>Instructional Strategies</b></u></p> <ul style="list-style-type: none"><li>• <a href="http://www.musictheory.net">www.musictheory.net</a> – name that key signature</li><li>• Teacher modeling finger patterns in the keys of concert C, F, B ♭ , E ♭ , G, D, and A</li><li>• Pair/share: Students observes their partner’s playing</li><li>• Dry erase boards to draw note of the finger patterns</li><li>• Visual and audio examples</li><li>• Sight reading to develop finger patterns in given major/minor keys</li></ul>		

**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	
<p style="text-align: center;"><b><u>Standards</u></b></p> <p>D.</p> <ul style="list-style-type: none"> <li>• Instrumental performance skills</li> <li>• Expression and technical skills</li> <li>• Rhythmic notation</li> <li>• Melodic notation</li> <li>• Sight reading</li> <li>• Repertoire</li> </ul>		<p style="text-align: center;"><b><u>Learning Targets</u></b></p> <p>1. Intermediate Music Literacy and Vocabulary</p> <ul style="list-style-type: none"> <li>• Learn and apply new music vocabulary found in grade 1–2 music</li> <li>• Interpret notes in finger patterns found in grade 1–2 music</li> <li>• Sight read grade ½ –1 music</li> <li>• Perform music with different time signatures: 3/8, 6/8, 5/4, 4/4, 3/4, and 2/4</li> <li>• Demonstrate the ability to recognize and apply symbols found in grade 1–2 music</li> </ul>
<p><b>Alignments:</b>  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</p>		
<p style="text-align: center;"><b><u>Instructional Strategies</u></b></p> <ul style="list-style-type: none"> <li>• Teacher models notes in extremes of range</li> <li>• Guided practice on sight reading</li> <li>• Notation exercises on dry erase board</li> <li>• Exit tickets to define vocabulary</li> </ul>		

### **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](http://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	
<p style="text-align: center;"><b><u>Standards</u></b></p> <p>E.</p> <ul style="list-style-type: none"> <li>• Music’s role and function in various cultures</li> <li>• Repertoire</li> <li>• Genres and styles</li> <li>• Stylistic practices</li> <li>• Careers in Music</li> </ul>		<p style="text-align: center;"><b><u>Learning Targets</u></b></p> <p>1. Intermediate Music Theory and History</p> <ul style="list-style-type: none"> <li>• Recognize common intervals; example half steps, whole steps</li> <li>• Identify, describe, and compare composers from selected music</li> <li>• Notate notes, rhythms, dynamics, and articulations on staff for appropriate clef</li> <li>• Compare and contrast music from a variety of styles and time periods</li> </ul>
<p><b>Alignments:</b>  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</p>		
<p style="text-align: center;"><b><u>Instructional Strategies</u></b></p> <ul style="list-style-type: none"> <li>• Teacher models how to properly write notation</li> <li>• Guided practice on creating simple melodies</li> <li>• Dry erase board for writing music notation</li> <li>• Exit tickets on composers or creating scales</li> <li>• Listening to professional recordings</li> <li>• Read aloud articles about composers</li> </ul>		

**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
<p style="text-align: center;"><b><u>Standards</u></b></p> <p>F.</p> <ul style="list-style-type: none"> <li>• Imitation: Play by ear</li> <li>• Improvisation</li> <li>• Musical characteristics, events, and descriptors</li> </ul>	<p style="text-align: center;"><b><u>Learning Targets</u></b></p> <p>1. Intermediate Ear Training</p> <ul style="list-style-type: none"> <li>• Match a given pitch by voice and with instrument</li> <li>• Imitate and sing intermediate melodic patterns</li> <li>• Air play using proper vowels and fingerings/positions/stickings</li> <li>• Imitate a passage from a grade 1–2 pieces of music by rote</li> </ul>
<p><b>Alignments:</b>            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</p>	
<p style="text-align: center;"><b><u>Instructional Strategies</u></b></p> <ul style="list-style-type: none"> <li>• Singing pitches</li> <li>• Improvising simple melodic patterns</li> <li>• Provide opportunity for sections to work separately on different parts of their music</li> <li>• Guided problem solving to recognize notes by ear</li> </ul>	
<p style="text-align: center;"><b><u>Assessments/Evaluations</u></b></p> <ul style="list-style-type: none"> <li>• Aural teacher observation and feedback</li> <li>• Self-evaluation</li> <li>• Concerts</li> <li>• Content target assessment scoring guide</li> </ul>	

**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 <ul style="list-style-type: none"> <li>Follows cues of a conductor</li> <li>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</li> </ul>
<b>Alignments:</b> 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><b>Instructional Strategies</b></u> <ul style="list-style-type: none"> <li>The teacher will show the students what to look for when watching a conductor</li> <li>Teacher conducting using various cues</li> <li>Guided situational problem solving</li> <li>Student conducting a 3/4 pattern and a 4/4 pattern</li> <li>Play audio clips of different ensembles playing the same piece</li> </ul>		
<u><b>Assessments/Evaluations</b></u> <ul style="list-style-type: none"> <li>Teacher observation and feedback</li> <li>Individual reflections of performance</li> <li>Concert performances: Analyze as a class</li> </ul>		

**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