Band

BND 005/006, BND 601/602, BND 701/702
BND 801/802, BND 101/102

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Foreword

- Foreword includes purpose as well as what can be expected from the guide. (How to use this document…)
- Explains what expectations are for teacher action (optional: this is to be used as instructional planning guide)

How to use this document:

This curriculum guide is *not…*

- A lock-step instructional guide detailing exactly when and how you teach.
- Meant to restrict your creativity as a teacher.
- A ceiling of what your students can learn, nor a set of unattainable goals.

Instead, the curriculum guide *is* meant to be a common vision for student learning and a set of targets and success criteria directed related to grade-level standards by which to measure and report student progress and provide meaningful feedback.

The curriculum guide outlines the learning that is **most essential** for student success; it is our district's guaranteed and viable curriculum. The expectation is that every student in our district, regardless of school or classroom, will have access to and learn these targets. As the classroom teacher, you should use the curriculum guide to help you to decide how to scaffold up to the learning targets and extend your students' learning beyond them.

Within this document, you will find a foundational structure for planning sequential instruction in the classroom which can be supplemented with materials from any number of the linked resources.

Please consider this guide a living and dynamic document, subject to change and a part of a continuous feedback loop.

Band: Year at a Glance

This guide is intended to be used to guide learning in band ensembles 6-12th grade. The semester units below reflect the performance cycle we would expect to see each semester in a year-long course. The targets below allow the teacher to insert the appropriate level of music within each grade.

Primary Resources: Learning Targets are linked below each unit scale. These include all required sources for the course.

Semester 1	Unit 1:	Unit 2:	Unit 3:
Reporting frequency of topic scores	6 weeks	6 weeks	6 weeks

Semester 2	Unit 1:	Unit 2:	Unit 3:
Reporting frequency of topic scores	6 weeks	6 weeks	6 weeks

Standards-Referenced Grading Basics

Our purpose in collecting a body of evidence is to:

• Allow teachers to determine a defensible and credible topic score based on a representation of student learning over time.
• Clearly communicate where a student's learning is based on a topic scale to inform instructional decisions and push student growth.
• Show student learning of Level 3 targets through multiple and varying points of data
• Provide opportunities for feedback between student and teacher.

Scoring

A collaborative scoring process is encouraged to align expectations of the scale to artifacts collected. Routine use of a collaborative planning and scoring protocol results in calibration and a collective understanding of evidence of mastery. Enough evidence should be collected to accurately represent a progression of student learning as measured by the topic scale. Teachers look at all available evidence to determine a topic score. All topic scores should be defensible and credible through a body of evidence.

***Only scores of 4, 3.5, 3, 2.5, 2, 1.5, 1, and 0 can be entered as Topic Scores**.

Start at Level 3 when determining a topic → score.

Evidence shows the student can...	Topic Score
Demonstrates proficiency (AT) in all learning targets from Level 3 & Level 4	4.0
Demonstrates proficiency (AT) in all learning targets from Level 3 with partial success at Level 4	3.5
Demonstrates proficiency (AT) in **all** learning targets from Level 3	3.0
Demonstrates proficiency (AT) in **at least half** of the Level 3 learning targets	2.5
Demonstrates some foundational knowledge (PT) toward **all** Level 3 targets	2.0
Demonstrates some foundational knowledge (PT) of **some** of the Level 3 learning target or standard	1.5
Does not meet minimum criteria for the standard or target.	1.0
Produces no evidence appropriate to the learning targets at any level (Is missing for one or more targets)	0

* foundational knowledge is defined by the success criteria for the learning target

Multiple Opportunities

Philosophically, there are two forms of multiple opportunities, both of which require backwards design and intentional planning. One form is opportunities planned by the teacher throughout the unit of study and/or throughout the semester. The other form is reassessment of learning which happens after completing assessment of learning at the end of a unit or chunk of learning.

Students will be allowed multiple opportunities to demonstrate proficiency. Teachers need reliable pieces of evidence to be confident students have a good grasp of the learning topics before deciding a final topic score. To make standards-referenced grading work, the idea of "multiple opportunities" is emphasized. If after these opportunities students still have not mastered Level 3, they may then be afforded the chance to reassess.

Guiding Practices of Standards-Referenced Grading

1. A consistent 4-point grading scale will be used.
2. Student achievement and behavior will be reported separately.
3. Scores will be based on a body of evidence.
4. Achievement will be organized by learning topic and converted to a grade at semester's end.
5. Students will have multiple opportunities to demonstrate proficiency.
6. Accommodations and modifications will be provided for exceptional learners.

Anatomy of a Scale

Unit Narrative:

Provide an overview and context of the unit, big understandings, and student experience—including by not limited to vocabulary, inquiry-based questions/concepts, pacing and number of lessons

Topic Title:

Named topic in infinite campus, with approximate number of paced weeks

Exceeding Grade Level (ET):

Possible level four task listed including prior learning, cognitive complexity, integrated skills, real world relevance: authentic application beyond the classroom.

Achieving Grade Level (AT):

Level 3 targets are listed within the topic scale and are the grade level expectation for students in all classes.

Success Criteria *(listed below the target) should be clarified/revised by the building level PLC as they collaborate to unpack the Level 3 targets.*

Item Bank:

Linked resources for each learning target. Guiding/Inquiry questions, ideas, and/or concepts are below the base line examples to ensure district wide coherence.

Unit 1:

Unit Narrative: *In this unit, students*

Topic	Exceeding Grade Level (ET)	Achieving Grade Level (AT)
When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.		The **Level 3 Targets** are the grade level expectation for students in all classes. ***Success Criteria*** *(listed below the target) should be clarified/revised by the building level PLC as they collaborate to unpack the Level 3 targets.* **Guiding Question – complete this process:** • *What are the essential pieces of knowledge students need to have to show progression towards the grade level standard/expectation (level 3)?*
Topic Title (weeks)	**Possible Task:** ★ *A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom.*	**LT1-** **Learning that shows evidence of progressing towards the grade level learning target:** ☐ ☐ ☐ **LT2-** **Learning that shows evidence of progressing towards the grade level learning target:** ☐ ☐ ☐ **LT3-** **Learning that shows evidence of progressing towards the grade level learning target:** ☐ ☐ ☐

Item Bank:

Target:	Target:	Target:
Resources to teach:	Resources to teach:	Resources to teach:
Standard Language	**Standard Language**	**Standard Language**
Guiding Questions, Ideas, and/or Concepts *Ideas and concepts in the spaces below are base line examples for all to use to ensure district wide coherence. Please add to these as you see instructional opportunities.*		

Grade Levels of Music and Corresponding Grade Level

Grade Level of Music	Corresponding Grade Level (based on concurrent enrollment from 8th grade)
.5 – 1 / VE – E	6th – 7th Grade
1.5 – 2 / E – ME	7th – 8th Grade
2.5 – 3 / ME – M	9th – 10th Grade
3.5 – 4 / M – MA	11th – 12th Grade
4.5+ / MA – A	12th Grade

Assessment Information:

Band Assessments – folder in K-12 Performing Arts Staff Team

Music Literacy Pre-Test

Lesson Book info:

6th – 8th Grade: Standards of Excellence Book 1 and 2

9th – 12th Grade: Print Materials – see TEAMS for additional information

National Standards:

Core Arts Standards Traditional and Emerging Ensembles (High School)

Core Arts Standards (Middle School)

Instrument Supports (see the Performing Arts Website)

- Instrument Check-Out Instructions
- Destiny Sign In
- Rental Agreement Form
- Repair Instructions

Performance Cycle Topic 1

Unit Narrative/Overview: *In this cycle of learning, students will*

Topic	Exceeding Grade Level (ET)	Achieving Grade Level (AT)
When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.	{Optional Column}	The **Level 3 Targets** are the grade level expectation for students in all classes. *Success Criteria (listed below the target) should be clarified/revised by the building level PLC as they collaborate to unpack the Level 3 targets.* **Guiding Question to complete this process:** 🖎 *What are the essential pieces of knowledge students need to have to show progression towards the grade-level standard/expectation (level 3)?*
Notes	**Possible Task:** ★ *A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom.	**LT1A- Differentiate and demonstrate fingerings/stickings with correct notes and intonation as they apply to the appropriate grade level of string literature.** **Learning that shows evidence of progressing towards grade-level learning target:** ☐ **Demonstrate a variety of finger patterns and intonation out of context** ☐ **Perform correct finger patterns and intonation within the context of a piece for performance**

Item Bank:

IATarget:

Grade-Level	Technical Mastery Goals
6th – 7th Grade	-A range of at least one octave -Concert A and Ab
7th – 8th Grade	-Concert F, Bb, and Eb major scales -Corresponding key signatures -Accidentals -Key signature changes
9th – 10th Grade	-Concert C, F, Bb, Eb, and Ab major scales -Chromatic scales -Accidentals/Enharmonics
11th – 12th Grade	-Concert A, D, G, F, Bb, Eb, and Ab major scales in two octaves (when possible)
12th Grade	-All 12 major scales in two or more octaves (when possible)

Assessments 6th Grade	Assessments 7th Grade	Assessments 8th Grade	Assessments 9th – 10th Grade *HS Novice*	Assessments 11th – 12th Grade *HS Proficient*

Standard Language 6th Grade	Standard Language 8th Grade	Standard Language 9th – 10th Grade *HS Novice*	Standard Language 11th – 12th Grade *HS Proficient*
MU:Cr1.1.6.a - Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent. MU:Pr5.1.6.a - Identify and apply teacher-provided criteria (such as correct interpretation of notation, technical accuracy, originality, and interest) to rehearse, refine, and determine when a piece is ready to perform.	MU:Cr1.1.8.a - Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent. MU:Pr5.1.8.a - Identify and apply personally-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse, refine, and determine when the music is ready to perform.	MU:Cr1.1.E.5.a - Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal. MU:Pr5.1.E.5.a - Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.	MU:Cr1.1.E.HSI.a - Compose and improvise ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods studied in rehearsal. MU:Pr5.1.E.HSI.a - Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.

Guiding Questions, Ideas, and/or Concepts
Ideas and concepts in the spaces below are base line examples for all to use to ensure district wide coherence. Please add to these as you see instructional opportunities.

Create: Anchor Standard 1. Generalize and conceptualize artistic ideas and work. (Imagine)

Perform: Anchor Standard 5. Develop and refine artistic work for presentation. (Rehearse, Evaluate and Refine)

Performance Cycle Topic 2

Unit Narrative/Overview: *In this topic, students will demonstrate variations of rhythmic accuracy and determine how that informs the correct playing of a piece for performance.*

Topic	Exceeding Grade Level (ET)	Achieving Grade Level (AT)
When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.	{Optional Column}	The **Level 3 Targets** are the grade-level expectation for students in all classes. These are directly related to State of Iowa standards. *Success Criteria (listed below the target) should be clarified/revised by the building level PLC as they collaborate to unpack the Level 3 targets.* **Guiding Question to complete this process:** ☛ *What are the essential pieces of knowledge students need to have to show progression towards the grade level standard/expectation (level 3)?*
Rhythm	*In addition to meeting the entire learning goal (all learning targets in a topic), a connection is made to one or more of the following:* **Possible Task:** ★	**LT2A- Differentiate and demonstrate note and rest values as they apply to the appropriate grade level of string literature.** **Learning that shows evidence of progressing towards grade-level learning target:** ☐ **Generate ideas for appropriate use of various rhythms** ☐ **Demonstrate effective use of identified rhythms** ☐ **Perform various rhythms within the context of a piece for performance**

Item Bank:

2ATarget:
Resources to teach:

Grade-Level	Technical Mastery Goals		
6th – 7th Grade	-Whole, half, quarter notes and rests -Eighth notes in pairs	-Dotted half notes -Time signature: 4/4	- Repeat signs, 1st and 2nd endings, 1 measure repeat sign
7th – 8th Grade	-Dotted quarter rhythms -Dotted eighth-sixteenth rhythms -Simple meters (2/4, 3/4, 4/4 time signatures) -Tempo Markings: Allegro, Moderato, Andante, Ritardando, and A Tempo	-Single eighth notes and rests -Sixteenth notes in pairs -Eighth-quarter-eighth syncopation with note and rest combinations	-Eighth note triplets -D. C. al Fine and D. S. al Coda
9th – 10th Grade	-Half and quarter note triplets -Grace notes -Eighth and sixteenth notes in any combination of simple and compound meter -Compound Meter (3/8, 6/8, 9/8, and 12/8 signatures) -Tempo Markings: Rallentando, Accelerando, and Maestoso	-Simple and compound meter changes -Sixteenth note triplets	-Dotted eighth-sixteenth-eighth in compound meter
11th – 12th Grade	-Asymmetrical meter (7/8, 5/4, etc.) -All tuplets and triplets -Ornaments and embellishments -Eighth and sixteenth notes in any combination of compound meter	-32nd and 64th notes and rests -Simple and compound meter changes with increasing complexity -All tempo marks and alterations	

12th Grade	-student demonstrates counting and playing any rhythm -student navigates frequent changes in meter: simple, compound, asymmetric

Assessments 6th Grade	Assessments 7th Grade	Assessments 8th Grade	Assessments 9th – 10th Grade *HS Novice*	Assessments 11th – 12th Grade *HS Proficient*

Standard Language 6th Grade	Standard Language 8th Grade	Standard Language 9th – 10th Grade *HS Novice*	Standard Language 11th – 12th Grade *HS Proficient*
MU:Cr1.1.6.a - Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent. MU:Pr5.1.6.a - Identify and apply teacher-provided criteria (such as correct interpretation of notation, technical accuracy, originality, and interest) to rehearse, refine, and determine when a piece is ready to perform.	MU:Cr1.1.8.a - Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent. MU:Pr5.1.8.a - Identify and apply personally-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse, refine, and determine when the music is ready to perform.	MU:Cr1.1.E.5.a - Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal. MU:Pr5.1.E.5.a - Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.	MU:Cr1.1.E.HSI.a - Compose and improvise ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods studied in rehearsal. MU:Pr5.1.E.HSI.a - Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.

Guiding Questions, Ideas, and/or Concepts
Ideas and concepts in the spaces below are base line examples for all to use to ensure district wide coherence. Please add to these as you see instructional opportunities.

Create: Anchor Standard 1. Generalize and conceptualize artistic ideas and work. (Imagine)

Perform: Anchor Standard 5. Develop and refine artistic work for presentation. (Rehearse, Evaluate and Refine)

Performance Cycle Topic 3

Unit Narrative/Overview: *In this topic,*

Topic	Exceeding Grade Level (ET)	Achieving Grade Level (AT)
When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.	{Optional Column}	The **Level 3 Targets** are the grade level expectation for students in all classes. These are directly related to State of Iowa standards. *Success Criteria (listed below the target) should be clarified/revised by the building level PLC as they collaborate to unpack the Level 3 targets.* **Guiding Question to complete this process:** 🔎 *What are the essential pieces of knowledge students need to have to show progression towards the grade level standard/expectation (level 3)?*
Tone Production	*In addition to meeting the entire learning goal (all learning targets in a topic), a connection is made to one or more of the following: a development from a different historical period, era, or place <u>or</u> a course theme that is not the current focus.* **Possible Task:** ★	**LT3A- Differentiate and demonstrate articulations and markings with a consistent and characteristic tone as it applies to the appropriate grade level of string literature.** **Learning that shows evidence of progressing towards grade-level learning target:** ☐ **Generate ideas for appropriate use of various articulations** ☐ **Demonstrate effective use of articulations and markings** ☐ **Combine characteristic tone within a performance of various articulations and markings**

Item Bank:

3ATarget:

Grade-Level	Technical Mastery Goals
6th – 7th Grade	-Articulates using "Toh" and slurs -Plays consistent, idiomatic tone -Piano and Forte
7th – 8th Grade	-Articulates accents and staccato -Adjusts intonation of instrument using instruments mechanism and tuner -Pianissimo, crescendo, and diminuendo
9th – 10th Grade	-Articulates tenuto and marcato -Trills (if appropriate) -Idiomatic tone with extended phrases, separated lines, dynamic ranges -Real time adjustment to discrepancies in intonation -Fortepiano and sforzando
11th – 12th Grade	-Articulates tenuto accent, legato ("Doh") -Trills with flats and sharps -Adjust minor intonation issues -Adjusts tone throughout dynamic range -Vibrato
12th Grade	-Double and triple tonguing -Adjusts intonation in chords throughout range of instrument

Assessments 6th Grade	Assessments 7th Grade	Assessments 8th Grade	Assessments 9th – 10th Grade *HS Novice*	Assessments 11th – 12th Grade *HS Proficient*

Standard Language 6th Grade		Standard Language 8th Grade	Standard Language 9th – 10th Grade *HS Novice*	Standard Language 11th – 12th Grade *HS Proficient*
MU:Cr1.1.6.a - Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent. MU:Pr5.1.6.a - Identify and apply teacher-provided criteria (such as correct interpretation of notation, technical		MU:Cr1.1.8.a - Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.	MU:Cr1.1.E.5.a - Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal. MU:Pr5.1.E.5.a - Use self-reflection and peer feedback to refine individual and	MU:Cr1.1.E.HSI.a - Compose and improvise ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods studied in rehearsal.

accuracy, originality, and interest) to rehearse, refine, and determine when a piece is ready to perform.	MU:Pr5.1.8.a - Identify and apply personally-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse, refine, and determine when the music is ready to perform.	ensemble performances of a varied repertoire of music.	MU:Pr5.1.E.HSI.a - Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.

Guiding Questions, Ideas, and/or Concepts
Ideas and concepts in the spaces below are base line examples for all to use to ensure district wide coherence. Please add to these as you see instructional opportunities.

Create: Anchor Standard 1. Generalize and conceptualize artistic ideas and work. (Imagine)

Perform: Anchor Standard 5. Develop and refine artistic work for presentation. (Rehearse, Evaluate and Refine)

Performance Cycle Topic 3

Unit Narrative/Overview: *In this topic,*

Topic	Exceeding Grade Level (ET)	Achieving Grade Level (AT)
When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.	{Optional Column}	The **Level 3 Targets** are the grade level expectation for students in all classes. These are directly related to State of Iowa standards. ***Success Criteria*** *(listed below the target) should be clarified/revised by the building level PLC as they collaborate to unpack the Level 3 targets.* **Guiding Question to complete this process:** 📌 *What are the essential pieces of knowledge students need to have to show progression towards the grade level standard/expectation (level 3)?*
Ensemble Skills	*In addition to meeting the entire learning goal (all learning targets in a topic), a connection is made to one or more of the following: a development from a different historical period, era, or place or a course theme that is not the current focus.* **Possible Task:** ★	**LT4A- Identify and execute required rehearsal etiquette.** **Learning that shows evidence of progressing towards grade-level learning target:** ☐ **Arrives at appropriate time for rehearsals** ☐ **Show advanced preparation with required materials** ☐ **Maintains focus throughout rehearsal** ☐ **Collaborates with peers and adults** **LT4B- Make decisions and problem solve individually, in small groups, and the large ensemble to develop and refine artistic work for presentation.** **Learning that shows evidence of progressing towards grade-level learning target:** ☐ **Evaluate their own work by selecting and applying criteria including appropriate application of compositional techniques, style and form** ☐ **Negotiate with peers to problem solve refinements in the music**

Item Bank:

3ATarget and 3BTarget:
Resources to teach:

Grade-Level	Technical Mastery Goals
6th – 12th Grade	-Arrives at appropriate time for rehearsals -Prepared with required materials (pencil, music, instrument, etc.) -Ability to remain focused throughout rehearsals -Collaboratively working with peers and adults

Assessments 6th Grade	Assessments 8th Grade	Assessments 9th – 10th Grade *HS Novice*	Assessments 11th – 12th Grade *HS Proficient*
Standard Language 6th Grade MU:Cr2.1.6.a - Select, organize, construct, and document personal musical ideas for arrangements and compositions within AB or ABA form that demonstrate an effective beginning, middle, and ending, and convey expressive intent. MU:Cr2.1.6.b - Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and two-chord harmonic musical ideas. MU:Cr3.1.6.a - Evaluate their own work, applying teacher-provided criteria such as application of selected elements of music, and use of sound sources.	**Standard Language 8th Grade** MU:Cr2.1.8.a - Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release, unity and variety, balance, and convey expressive intent. MU:Cr2.1.8.b - Use standard and/or iconic notation and/or audio/ video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences. MU:Cr3.1.8.a - Evaluate their own work by selecting and applying criteria including appropriate application of compositional techniques, style, form, and use of sound sources. MU:Cr3.1.8.b - Describe the rationale for refining works by explaining the choices, based on evaluation criteria.	**Standard Language 9th – 10th Grade** *HS Novice* MU:Cr2.1.E.5.a - Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal. MU:Cr2.1.E.5.b - Preserve draft compositions and improvisations through standard notation and audio recording. MU:Cr3.1.E.5.a - Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria. MU:Re8.1.E.5.a - Identify interpretations of the expressive intent and meaning of musical works, referring to the elements	**Standard Language 11th – 12th Grade** *HS Proficient* MU:Cr2.1.E.HSI.a - Select and develop draft melodies, rhythmic passages, and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal. MU:Cr2.1.E.HSI.b - Preserve draft compositions and improvisations through standard notation and audio recording. MU:Cr3.1.E.HSI.a - Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.

MU:Cr3.1.6.b - Describe the rationale for making revisions to the music based on evaluation criteria and feedback from their teacher. MU:Re8.1.6.a - Describe a personal interpretation of how creators' and performers' application of the elements of music and expressive qualities, within genres and cultural and historical context, convey expressive intent MU:Cn11.1.7.a - Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. (no 6th grade standard)	MU:Re8.1.8.a - Support personal interpretation of contrasting programs of music and explain how creators' or performers' apply the elements of music and expressive qualities, within genres, cultures, and historical periods to convey expressive intent. MU:Cn11.1.8.a - Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	of music, contexts, and (when appropriate) the setting of the text. MU:Cn11.0.E.5.a - Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	MU:Re8.1.E.HSI.a - Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research. MU:Cn11.0.E.HSI.a - Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Guiding Questions, Ideas, and/or Concepts
Ideas and concepts in the spaces below are base line examples for all to use to ensure district wide coherence. Please add to these as you see instructional opportunities.

Create: Anchor Standard 2. Organize and develop artistic ideas and work. (Plan and Make)

Create: Anchor Standard 3. Refine and complete artistic work. (Evaluate and Refine, Present)

Responding: Anchor Standard 8. Interpret intent and meaning in artistic work. (Interpret)

Connecting: Anchor Standard 11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. (Connect)

Performance Cycle Topic 5

Unit Narrative/Overview: *In this topic,*

Topic	Exceeding Grade Level (ET)	Achieving Grade Level (AT)
When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.	{Optional Column}	The **Level 3 Targets** are the grade level expectation for students in all classes. These are directly related to State of Iowa standards. ***Success Criteria*** *(listed below the target) should be clarified/revised by the building level PLC as they collaborate to unpack the Level 3 targets.* **Guiding Question to complete this process:** ☛ *What are the essential pieces of knowledge students need to have to show progression towards the grade level standard/expectation (level 3)?*
Performance Skills	*In addition to meeting the entire learning goal (all learning targets in a topic), a connection is made to one or more of the following: a development from a different historical period, era, or place or a course theme that is not the current focus.* **Possible Task:** ★	**LT5A- Identify and execute performance etiquette.** **Learning that shows evidence of progressing towards grade-level learning target:** ☐ **Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue and purpose.** ☐ **Perform the music with technical accuracy to convey the creator's intent** **LT5B- Analyze and evaluate both ensemble and individual performances.** **Learning that shows evidence of progressing towards grade-level learning target:** ☐ **Describe how the elements of music and expressive qualities relate to the performance of the piece** ☐ **Perform the music with technical accuracy to convey the creator's intent** ☐ **Create and use criteria to evaluate performances of the individual and group performance**

Item Bank:

3ATarget and 3BTarget:
Resources to teach:

Grade-Level	Technical Mastery Goals
6th – 12th Grade	-Arrives at appropriate time for performance -Prepared with required materials for performance -Meets required concert attire -Remains respectful and focused on and off stage for the entirety of the performance

Assessments 6th Grade	Assessments 8th Grade	Assessments 9th – 10th Grade *HS Novice*	Assessments 11th – 12th Grade *HS Proficient*
Standard Language 6th Grade	**Standard Language 8th Grade**	**Standard Language 9th – 10th Grade** ***HS Novice***	**Standard Language 11th – 12th Grade** ***HS Proficient***
MU:Pr4.1.6.a - Apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context, and explain why each was chosen. MU:Pr4.2.6.a - Explain how understanding the structure and the elements of music are used in music selected for performance. MU:Pr4.2.6.b - When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics. MU:Pr4.2.6.c - Identify how cultural and historical context inform performances. MU:Pr4.3.6.a - Perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.	MU:Pr4.1.8.a - Apply personally-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context, and explain expressive qualities, technical challenges, and reasons for choices. MU:Pr4.2.8.a - Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each. MU:Pr4.2.8.b - When analyzing selected music, sight-read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation. MU:Pr4.2.8.c - Identity how cultural and historical context inform performances and result in different musical effects. MU:Pr4.3.8.a - Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities	MU:Pr4.1.E.5.a - Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble. MU:Pr4.2.E.5.a - Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances. MU:Pr4.3.E.5.a - Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances. MU:Pr6.1.E.5.a - Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music. MU:Pr6.1.E.5.b - Demonstrate an awareness of the context of the music	MU:Pr4.1.E.HSI.a - Explain the criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance. MU:Pr4.2.E.HSI.a - Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances. MU:Pr4.3.E.HSI.a - Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances. MU:Pr6.1.E.HSI.a - Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of

MU:Pr6.1.6.a - Perform the music with technical accuracy to convey the creator's intent. MU:Pr6.1.6.b - Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue and purpose. MU:Re7.1.6.a - Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose. MU:Re7.2.6.a - Describe how the elements of music and expressive qualities relate to the structure of the pieces. MU:Re7.2.6.b - Identify the context of music from a variety of genres, cultures, and historical periods MU:Re9.1.6.a - Apply teacher-provided criteria to evaluate musical works or performances. MU:Cn10.1.6.a - Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	(such as dynamics, tempo, timbre, articulation/style, and phrasing). MU:Pr6.1.8.a - Perform the music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent. MU:Pr6.1.8.b - Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style. MU:Re7.1.8.a - Select programs of music (such as a CD mix or live performances) and demonstrate the connections to an interest or experience for a specific purpose. MU:Re7.2.8.a - Compare how the elements of music and expressive qualities relate to the structure within programs of music. MU:Re7.2.8.b - Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods. MU:Re9.1.8.a - Apply appropriate personally-developed criteria to evaluate musical works or performances. MU:Cn10.1.8.a - Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	through prepared and improvised performances. MU:Re7.1.E.5.a - Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context. MU:Re7.2.E.5.a - Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music. MU:Re9.1.E.5.a - Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music. MU:Cn10.0.E.5.a - Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	music representing diverse cultures, styles, and genres. MU:Pr6.1.E.HSI.b - Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances. MU:Re7.1.E.HSI.a - Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context. MU:Re7.2.E.HSI.a - Explain how the analysis of passages and understanding the way the elements of music are manipulated inform the response to music. MU:Re9.1.E.HSI.a - Evaluate works and performances based on personally- or collaboratively-developed criteria, including analysis of the structure and context. MU:Cn10.0.E.HSI.a - Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Guiding Questions, Ideas, and/or Concepts

Ideas and concepts in the spaces below are base line examples for all to use to ensure district wide coherence. Please add to these as you see instructional opportunities.

Performing: Anchor Standard 4. Analyze, interpret, and select artistic work for presentation. (Select, Analyze, Interpret)

Performing: Anchor Standard 6. Convey meaning through the presentation of artistic work. (Present)

Responding: Anchor Standard 7. Perceive and analyze artistic work. (Select, Analyze)

Responding: Anchor Standard 9. Apply criteria to evaluate artistic work. (Evaluate)

Connecting: Anchor Standard 10. Synthesize and relate knowledge and personal experiences to make art. (Connect)