Orchestra

ORC 005/006, ORC 601/602, ORC 701/702
ORC801/802, ORC 101/102

http://grading.dmschools.org

http://dmschools.org

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.

Orchestra: Year at a Glance

This guide is intended to be used to guide learning in Orchestra 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.

Supplemental Texts = Essential Elements for Strings Book 1 & 2, Habits of a Successful Middle Level String Musician

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**.

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

Start at Level 3 when determining a topic → score.

* 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:

Unit 1:

Unit Narrative: *In this unit, students*

Topic	Exceeding Grade Level (ET)	Achieving Grade Level (AT)

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.

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 Level of Music	Corresponding Grade Level (based on concurrent enrollment from 8th grade)
.5 – I / 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

At a Glance Assessment Calendar:

Middle School Assessment Pacing

PACING CALENDAR (located in TEAMS)

Anchor Standard Alignment:

Anchor Standard Alignment Orchestra

Performance Cycle Indicators:

Creating: Students create rhythms with parameters, create warm-up exercises, help create concert programs, help to create performance atmosphere (sets, bow lights, collaboration)

Performing: Ensemble and Performance Skills

Responding: Analyzing our performance through concert reflections.

Connecting: Ensemble skills and collaboration, voice and choice in literature used, giving background information on pieces and composers.

Instrument Supports:

- 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)?*
Intonation	**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 finger patterns 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:

Grade-Level	Technical Mastery Goals
6th – 7th Grade	-a range of at least one octave -correct left side posture -music with the notes in the keys of D, G, and C major along with relative natural minors
7th – 8th Grade	-one octave scales in the keys of A, F, and B flat major along with relative natural minors -music that utilizes the key of one of the identified major scales above and incorporates accidentals
9th – 10th Grade	-one octave scales in the keys of E and E-flat major along with natural minors -2 octave scales from the previous grade levels with appropriate shifting -identify key signatures and the usage of accidentals
11th – 12th Grade	-all prior learned scales in 2 octaves with logical shifting (memorized)
12th Grade	-violin, viola, and cello play any major scales (memorized) up to and including 5 flats and sharps in 16th notes at a metronome speed of a quarter note = 60 in three octaves -bass play 2 octave in 16th notes at a metronome speed of quarter note = 50

Music Theory for the Successful String Musician - StringEducation.com (google.com)

Assessments 6th Grade	**Assessments 7th Grade**	**Assessments 8th Grade**	**Assessments 9th – 10th Grade** *HS Novice*	**Assessments 11th – 12th Grade** *HS Proficient*
Sem. 1 Week 8: Pg. 19 #63	Sem. 1 Week 4: Pg. 35 #142 (theme only)	Sem. 1 Week 4: Pg. 23 #104		
S1 Summative: Pg. 31 #120	*S1 Summative: Book 2 Pg. 16 #71*	*S1 Summative (see assessment pacing calendar)*		
Sem 2 Week 8: Pg. 32 #128	Sem. 2 Week 8: Book 2 Pg. 17 #79	Sem. 2 Week 8: Pg. 13 #55		
S2 Summative (see assessment pacing calendar)	*S2 Summative (see assessment pacing calendar)*	*S2 Summative (see assessment pacing calendar)*		

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: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:Cr1.1.E.HSI.a - Compose and improvise ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristic(s) of

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: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:Pr5.1.E.5.a - Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.	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.

6th Grade - Identify and perform 1st position notes on all four strings using all four fingers in keys of C, G, and D, bass up to 3rd position in key of D. (non-extension finger pattern) - Students differentiate and demonstrate between sharps and naturals (F and C) - Identify and perform 1 octave scale in keys of C, G, and D - Students perform with the correct placement and angle of the left arm-wrist-hand-fingers to the instrument. - Identify and refine tuning of open strings with use of fine tuners (with teacher assistance)	**7th Grade** - Identify and perform using extended finger patterns in the keys of A, F, and Bb - Continue to identify and refine tuning of open strings - Utilize independent fingers when appropriate	**8th Grade** - Identify and perform 2 octave scales that employ shifting in keys of G and D (bass accommodations as needed) - Refine tuning using pegs with teacher assistance - Develop a working vibrato	

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 -dotted half notes -eighth notes in pairs -Time signatures 2/4, 3/4, and 4/4
7th – 8th Grade	-dotted quarter rhythms -triplets -eighth notes and rests -dotted eighth-sixteenth rhythms -sixteenth notes in pair -compound meter -eighth-quarter-eighth syncopation with note and rest combinations
9th – 10th Grade	-half and quarter note triplets -simple and compound meter changes -dotted eighth-sixteenth-eighth in compound meter -grade notes and embellishments -single set of sixteenth note triplets -eighth and sixteenth notes in any combination of simple and compound meter
11th – 12th Grade	-asymmetrical meter (7/8, 5/4, etc.) -32nd and 64th notes -tuplets and triplets -simple and compound meter changes with increasing complexity
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
Sem. 1 Week 4: Pg. 21 #72 Pg. 22 #77 *S1 Summative: Pg. 31 #120* Sem 2 Week 4: Pg. 37 #150 *S2 Summative (see assessment pacing calendar)*	Sem. 1 Week 12: Book 2 Pg. 10 #43 *S1 Summative: Book 2 Pg. 16 #71* Sem. 2 Week 4: Book 2 Pg. 3 #9 *S2 Summative (see assessment pacing calendar)*	Sem. 1 Week 8: Pg. 9 #34 *S1 Summative: Selection from concert music* Sem 2 Week 4: Pg. 19 #87 *S2 Summative (see assessment pacing calendar)*		

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.

6th Grade	7th Grade	8th Grade		
- Identify and perform the following rhythmic values in simple meter; whole, dotted half, half, quarter, and eighths in pairs and corresponding rests.	- Identify and perform dotted quarter rhythms, eighth notes and rests, sixteenth notes in pairs, 8th note triplets	- Identify and perform syncopated rhythms - Identify and perform in compound meter		

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/Articulation	*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	-correct bow hold -detache bow -up bow and down bow -arco -pizzicato -bow lift
7th – 8th Grade	-legato and staccato -double stops -crescendo and diminuendo -accent and slur -hooked bow -pianissimo through fortissimo
9th – 10th Grade	-all dynamic levels -tenuto -sforzando and forte piano -beginner vibrato -trills and tremolo -legato and marcato
11th – 12th Grade	-vibrato -spiccato -ricochet -col lengo
12th Grade	-any combination of the above examples that go beyond the expected grade level

Assessments 6th Grade	Assessments 7th Grade	Assessments 8th Grade	Assessments 9th – 10th Grade *HS Novice*	Assessments 11th – 12th Grade *HS Proficient*
Sem. 1 Week 12: Pg. 19 #62 (play 3 ways) Week 18: Pg. 31 #120 *S1 Summative: Pg. 31 #120* Sem. 2 Week 12: Pg. 29 #110 (play slurs and hooked bow) *S2 Summative (see assessment pacing calendar)*	Sem. 1 Week 8: Pg. 35 #142 (variety of dynamics) *S1 Summative: Book 2 Pg. 16 #71* Sem 2 Week 12: Book 2 Pg. 6 #20 *S2 Summative (see assessment pacing calendar)*	Sem. 1 Week 12: Selection from concert music *S1 Summative: Selection from concert music* Sem 2 Week 12: Selection from concert music *S2 Summative: Selection from concert music*		

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	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: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.

interpretation of notation, technical 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.	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: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.

6th Grade - Demonstrate and identify correct bow hold while playing - Demonstrate pizzicato with bow in hand - Manipulate speed, weight, and placement of bow to produce forte, piano, and accents - Identify and demonstrate detache, hooked, and slur bows	**7th Grade** - Manipulate speed, weight, and placement of bow to produce full range of dynamics as well as crescendos and decrescendos. - Identify and perform legato and staccato bow strokes	**8th Grade** - Identify and perform trills, tremolo, spiccato	

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 -following tuning procedures -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 <u>or</u> 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:

Orchestra Representation: Orchestra Representation.xlsx

Grade-Level	Technical Mastery Goals
6th – 12th Grade	-arrives at appropriate time for performance -prepared with required materials for performance -follows 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 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.	**Standard Language 8th Grade** 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	**Standard Language 9th – 10th Grade** *HS Novice* 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	**Standard Language 11th – 12th Grade** *HS Proficient* 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)