

Grade Level / Grading Period:	High School, 1 st Nine Weeks
Performance Standards:	<p>Perform:</p> <ul style="list-style-type: none"> ● HS1.IM.P1.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. ● HS1.IM.P2.A Demonstrate the ability to read and/or notate music individually and in ensemble settings. For example: identify, notate, and perform selected TBA Grade III music using correct pitches, meters, and rhythms. ● HS1.IM.P2.B Demonstrate fundamental control, technical accuracy, range, and fluency on the instrument, performing a varied repertoire of music, individually and in ensemble settings. ● HS1.IM.P2.C Demonstrate musical literacy on the instrument, individually and in ensemble settings, by adequately sight reading a varied repertoire of music at UIL Level III. ● HS1.IM.P2.D Develop and apply strategies to address technical and expressive challenges in a varied repertoire of music. ● HS1.IM.P3.B Demonstrate an understanding of expressive intent by connecting with an audience through prepared and/or improvised performances. <p>Respond:</p> <ul style="list-style-type: none"> ● HS1.IM.R1.A Identify and justify reasons for selecting music based on characteristics found in music, context, student interest, and personal research from teacher-provided sources. ● HS1.IM.R3.A Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context.

Connect:

- HS1.IM.Cn1.A Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
- HS1.IM.Cn2.A Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Targets
Activities/Assessments
Resources

✓ I can explain why certain music is selected for various performances.

✓ I can perform rhythms with maximum accuracy.

✓ I can perform pitches with maximum accuracy.

✓ I can demonstrate fundamental control of my instrument and maintain it.

✓ I can demonstrate technical accuracy on my instrument with maximum accuracy.

✓ I can demonstrate range and fluency on my instrument with maximum accuracy.

✓ I can produce a fundamental tone on my instrument and maintain it.

✓ I can demonstrate my ability to play within an ensemble, paying attention to balance and blend.

✓ I can play expressively, paying attention to dynamics.

✓ I can play articulations correctly.

✓ I can sight read with maximum accuracy.

Discussions of level, purpose, and "why"

Rhythm Games/Exercises, Note and Interval Games/Exercises, Clap, Count, Sizzle. Identify, notate, and perform selected TBA Grade III music using correct pitches, meters, and rhythms.

Demonstrate correct posture, embouchure, breathing, characteristic tone, intonation, balance, and blend. Apply appropriate articulation, tempi, dynamics, style, and phrasing. Demonstrate fingerings, percussion sticking, bowing, and elements related to manual dexterity. 12 major scales, chromatic scale, and 40 standard rudiments.

Sight reading practice. STARS method, Practice the sight reading walkthrough. Read others parts (soprano instruments read alto parts etc.).

- Fussell Drill Book
- Sight Reading Factory
- Flash Tracks
- www.opusmusicworksheets.com
- Band Mate App
- Nearpod
- www.musictheory.net
- www.musicracer.com
- Instrument maintenance videos
- Videos of professionals
- Remington exercises
- Clarke studies
- Articulation exercises
- Fingering chart worksheets Scale Wars
- Flipgrid videos
- Amplified metronome

HS Instrumental Music Scope and Sequence

CMCSS

<ul style="list-style-type: none"> ✓ I can expressively, paying attention to dynamics. ✓ I can play articulations with maximum accuracy. ✓ I can perform in a manner that connects to my audience. ✓ I can use expression to draw my audience in. ✓ I can understand the significance of the piece, why it was written, and perform it so that the audience understands the composer's intent. ✓ I can identify reasons why music is selected. ✓ I can justify why certain music is selected. ✓ I can identify the characteristics of music in a selected piece. ✓ I can research a piece's background with materials from my teacher. ✓ I can evaluate, describe, and critique my own performance. ✓ I can evaluate, describe, and critique our ensemble performance. ✓ I can identify how my interests, knowledge, and skills relate to personal choices and intent when creating music. ✓ I can identify the relationship between music and the other arts, other disciplines, varied contexts, and daily life. 	<p>Dynamics and Phrasing exercises. Long tones. Breathing Exercises. Lip slurs, scales, arpeggios, chromatic exercises.</p> <p>Discuss/Explore the context of a piece, Historical Connections, Discussion or purpose and "why", Listening activities, reading of appropriate texts</p> <p>Discussions of context regarding pieces. Define characteristics of music. Discuss student interests, likes, and dislikes. Research process</p> <p>Short form writing describing the composition/improvisation process and decisions</p> <p>Students' progress from teacher choice to student choice based on their acquired and improved knowledge and skills</p> <p>Students discuss the topic of impressionism (or any other artistic period) as it relates to not only music, but visual arts, theater arts, and historical events</p>	<ul style="list-style-type: none"> o Practice First o Practice Journal o Concert Literature o Marching Literature o Stands Tunes o www.noteflight.com
---	---	---

Grade Level / Grading Period:	High School, 2 nd Nine Weeks
Performance Standards:	<p>Continue reinforcing the appropriate 1st Nine Weeks' standards along with:</p> <p>Perform:</p> <ul style="list-style-type: none">● HS1.IM.P1.B Demonstrate, using music reading skills, how compositional devices and theoretical and structural aspects of musical works impact and inform prepared and/or improvised performances.● HS1.IM.P1.C Demonstrate an understanding of context in a varied repertoire of music through prepared and/or improvised performances.● HS1.IM.P3.A Demonstrate attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres. <p>Respond:</p> <ul style="list-style-type: none">● HS1.IM.R1.B Analyze and explain how context and the manipulation of musical elements influence response to music.● HS1.IM.R2.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, historical significance, and personal research.

Targets	Activities/Assessments	Resources
<ul style="list-style-type: none"> ✓ I can demonstrate how compositional devices impact performance. ✓ I can demonstrate how theory and structure of a piece impact its performance. ✓ I can demonstrate my knowledge and understanding of theory skills. ✓ I can demonstrate understanding of music's context. ✓ I can demonstrate my knowledge of the music's historical context. ✓ I can demonstrate fundamental control of my instrument and maintain it. ✓ I can demonstrate technical accuracy on my instrument with maximum accuracy. ✓ I can demonstrate range and fluency on my instrument with maximum accuracy. ✓ I can produce a fundamental tone on my instrument and maintain it. ✓ I can demonstrate my ability to play within an ensemble, paying attention to balance and blend. ✓ I can play expressively, paying attention to dynamics. ✓ I can play articulations correctly. ✓ I can identify reasons why music is selected. ✓ I can justify why certain music is selected. ✓ I can identify the characteristics of music in a selected piece. ✓ I can research a piece's background with materials from my teacher. ✓ I can use my knowledge of how a piece is written, with the fundamental tools of music such as dynamics, articulations, form and make musical decisions on how they should be implemented when performing. ✓ I can explain the meaning of musical works. ✓ I can support interpretations of expressive intent. ✓ I can use evidence to support my interpretations of meaning and expressive intent. 	<p>Structural Analysis, form analysis, introductory theory lessons. Discussion of compositional devices and their implementation.</p> <p>Aligning music with appropriate themed events (Veteran's day, Christmas, etc). Exploring the historical surroundings of a piece, what was going on in the world when it was written/premiered?</p> <p>Demonstrate correct posture, embouchure, breathing, characteristic tone, intonation, balance, and blend. Apply appropriate articulation, tempi, dynamics, style, and phrasing. Demonstrate fingerings, percussion sticking, bowing, and elements related to manual dexterity. Lessons concerning the elements of music. Practice reading music from various sources and genres incorporating characteristic elements.</p> <p>Discussions of context regarding pieces. Discuss the elements present in the selection. Change the way the musical elements are implemented. Allow students to make suggestions and lead the changes. Replace the elements with others and compare/contrast them to the original.</p> <p>Historical context chats. Finding meaning through listening, sharing opinions, and research. Learning how to research musical works.</p>	<ul style="list-style-type: none"> o Fussell Drill Book o Sight Reading Factory o Flash Tracks o www.opusmusicworksheets.com o Band Mate App o Nearpod o www.musictheory.net o www.musicracer.com o Instrument maintenance videos o Videos of professionals o Remington exercises o Clarke studies o Articulation exercises o Fingering chart worksheets Scale Wars o Flipgrid videos o Amplified metronome o Practice First o Practice Journal o Concert Literature o Marching Literature o Stands Tunes o www.noteflight.com

Grade Level / Grading Period:	High School, 3 rd Nine Weeks
Performance Standards:	<p>Continue appropriate N1 and N2 standards.</p> <p>Perform:</p> <ul style="list-style-type: none">● HS1.IM.P1.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. <p>Create:</p> <ul style="list-style-type: none">● HS1.IM.Cr1.A Compose and/or improvise ideas for melodies, rhythmic passages, arrangements, or over a chordal structure for specific purposes that reflect characteristic(s) of music from a variety of historical periods.● HS1.IM.Cr2.A Select and develop melodies, rhythmic passages, arrangements, or chordal structures for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal.● HS1.IM.Cr2.B Describe and document compositions and/or improvisations through standard notation and recording technology.

Targets	Activities/Assessments	Resources
<ul style="list-style-type: none"> ✓ I can select appropriate solo and ensemble repertoire. ✓ I can choose my own piece based on criteria set by my director. ✓ I can perform my solo and ensemble music with maximum accuracy. ✓ I can create a 4-bar melody. ✓ I can create a 4-bar accompaniment. ✓ I can understand how to use notes of a scale and perform 4 bar melodies. ✓ I can improve previously created melodies. ✓ I can improve previously created accompaniments. ✓ I can critique a performance of melodies created by my peers. ✓ I can compose simple melodies. ✓ I can demonstrate my ability to use music notation software to write simple melodies. 	<p>Solo and Ensemble music selection. Process lessons on selection, difficulty, and rehearsal breakdowns.</p> <p>Chord structures, voice leading, scales and chord exercises. Simple chord progressions, selecting notes to play from a chord, discussing chord prominence and use. I-IV-V7 and ii-V7-I.</p> <p>Chord structures, voice leading, scales and chord exercises. Simple chord progressions, selecting notes to play from a chord, discussing chord prominence and use. I-IV-V7 and ii-V7-I. Progressing levels of difficulty. Critique assignments, peer review, and self-evaluation.</p> <p>Lessons in music notation. Noteflight/musescore/other online notation software. Finale/Sibelius practice. Dictation lessons in melody, harmony, and rhythm.</p>	<ul style="list-style-type: none"> o Fussell Drill Book o Sight Reading Factory o Flash Tracks o www.opusmusicworksheets.com o Band Mate App o Nearpod o www.musictheory.net o www.musicracer.com o Instrument maintenance videos o Videos of professionals o Remington exercises o Clarke studies o Articulation exercises o Fingering chart worksheets Scale Wars o Flipgrid videos o Amplified metronome o Practice First o Practice Journal o Concert Literature o Marching Literature o Stands Tunes o Jazz Method books o Simple Jazz Charts o www.noteflight.com

Focus:	Instrumental Music
Subcomponent:	<ul style="list-style-type: none">● High School, N4
Performance Standards:	<p>Continue appropriate N1, N2, N3 standards.</p> <p>Connect:</p> <ul style="list-style-type: none">● HS1.IM.Cn2. A Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. <p>Create:</p> <ul style="list-style-type: none">● HS1.IM.Cr3. A Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.● HS1.IM.Cr3. B Share personally developed melodies, rhythmic passages, and arrangements, individually or as an ensemble, which address identified purposes.

Targets	Activities/Assessments	Resources
<ul style="list-style-type: none"> ✓ I can connect music to other arts. ✓ I can connect music to other disciplines. ✓ I can connect music to daily life. ✓ I can practice composition, writing melodies showing my knowledge of voice leading. ✓ I can improvise on my instrument playing with maximum accuracy. ✓ I can understand and demonstrate effective practice techniques. ✓ I can perform in small ensembles with maximum accuracy. 	<p>Creative listening activities, listening and drawing/coloring. Discussions of music's connection/impact (film, art, literature, etc). Impressionistic examples.</p> <p>Composition practice, voice leading practice, jazz solo work. Listening to samples from others. Discussions on musical intent, tone, harmony, use.</p> <p>Group, small ensemble, and individual practice. Discussions regarding appropriate use and intent. Composers Concert, small ensemble concert, Spring Concert.</p>	<ul style="list-style-type: none"> o Fussell Drill Book o Sight Reading Factory o Flash Tracks o www.opusmusicworksheets.com o Band Mate App o Nearpod o www.musictheory.net o www.musicracer.com o Instrument maintenance videos o Videos of professionals o Remington exercises o Clarke studies o Articulation exercises o Fingering chart worksheets Scale Wars o Flipgrid videos o Amplified metronome o Practice First o Practice Journal o Concert Literature o Marching Literature o Stands Tunes o Jazz Method books o Simple Jazz Charts o www.noteflight.com