

STRING ORCHESTRA CURRICULUM MAP

Unit/Topic:	Time Frame/Pacing:
CREATING MUSIC	YEAR LONG
Standards and Evidence of Learning (Learning Targets/I Can Statements)	Instructional Resources
1CE Define vocabulary in all rehearsed and performed music. 2CE Identify musical terms and symbols for articulation and expression. 3CE Recognize and describe the elements of music. 4CE Listen to and compare various musical styles from the United States, other cultures and historical periods. 5CE Identify musical forms used in (<i>vocal and</i>) instrumental genres from various historical periods. 6CE Identify the social contexts from which music of various cultures evolved. 7CE Identify aurally basic harmonic progressions in selected repertoire. 8CE Explain the role of technology in researching, creating, performing and listening to music.	Teach song forms using various concert literature and book sources. Performances with Chamber Orchestra and MS Orchestra. Discussion of performance instruments in older grades. Discussion of advanced literature and techniques. Use of dynamics, meter, tempo and tonality in concert and method book. Discussion of professional music careers and hobbyist level music activities after high school. Published music in a variety of genres.
Unit/Topic:	Time Frame/Pacing:
PRODUCING/PERFORMING MUSIC	YEAR LONG
Standards and Evidence of Learning (Learning Targets/I Can Statements)	Instructional Resources

1PR Perform a varied repertoire of music representing diverse genres and cultures alone and in ensembles.

2PR Prepare and accurately perform a varied repertoire of ensemble music.

3PR Demonstrate sight-reading abilities at a beginning level of complexity at least to the level found in the literature chosen for performance.

4PR Demonstrate technical accuracy, appropriate tone quality, articulation, intonation and expression for the works being performed with good posture and breath control.

5PR Respond appropriately to the cues of the conductor or section leader.

7PR Incorporate technology and media arts in performing or recording music.

Method Books - step by step instruction with progressing complexity of both rhythmic and melodic exercises for students.

Additional concert repertoire selected to expand and reinforce essential concepts in the orchestra classroom.

Field trips, guest artists, lecturers, etc.

Other student performances throughout the year.

Supplemental software such as Sight Reading Factory.

Unit/Topic:

RESPONDING/REFLECTING MUSIC

Standards and Evidence of Learning (Learning Targets/I Can Statements)

1RE Identify assessment practices that can help demonstrate their learning and progress made in music.

2RE Respond to aesthetic qualities of a performance using music terminology.

3RE Examine how people from different backgrounds and cultures use and respond to music.

4RE Evaluate the use of the elements of music as relative to expression in a varied repertoire of music.

5RE Describe the impact of music technology and innovation upon music careers.

Time Frame/Pacing:

YEAR LONG

Instructional Resources

Small group performances in class and reflection/critique of other small groups. Concert Response and Reflection (October, December, March and May).

Regular videos and examples of other musicians from around the globe and discussion of the kind of music, what it's used for, etc.

Regular discussion of skills such as team work, collaboration, etc. and how those impact our ability to perform together, travel together, etc.

6RE Investigate the ethical and legal issues surrounding the access and use of musical works (e.g. audio and video recordings, printed and digital sheet music).