

Grade 3 Beginning Orchestra

Standard #2: Reading and Notation

Students will read music written in standard notation.

Big Ideas:

Music literacy fosters musical independence.

Learning Goals

What students will know and be able to do.

- Students will demonstrate their knowledge of basic music notation by reading and explaining a selection of music on their instrument.
- Students will:
 - Demonstrate and respond to: the beats, division of the beat, meter (2/4, 3/4, 4/4) and rhythmic notation, including half, quarter and eighth notes and rests.
 - Read at sight simple pitch notation in his/her instrument clef.
 - Identify appropriate symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing.
 - Demonstrate their basic note-reading skills through their understanding and ability to sing in Solfege. (D Major)

Instructional Snapshots

What you might see taking place in the classroom.

- Small Group Class
- Orchestra Rehearsal
- Skill Development, individual and ensemble

Assessment

Tools

- Benchmark Assessment Tasks:
 - Reading and Notation
 - Playing Instruments

Common Assessments:

Students will demonstrate an understanding of basic music literacy by performing accurately and expressively a grade .5 selection of music.

Standard #3: Playing Instruments

Students will play instruments, alone and with others, to perform a varied repertoire of music.

Big Ideas:

Playing an instrument communicates thoughts, images, and emotions without words.

Learning Goals

What students will know and be able to do.

- Students will perform on their instrument, demonstrating proper technique, within an ensemble and independently.
- Students will:
 - Play independently with accurate intonation, steady tempo, rhythmic accuracy, appropriate technique, and correct posture.
 - Play expressively with appropriate dynamics and articulation.
 - Play from memory and written notation a varied repertoire representing genres and styles from diverse cultures and historical periods.
 - Echo and perform easy rhythmic, melodic, and chordal patterns accurately and independently on his/her instrument.
 - Perform independent instrumental parts while other students play a contrasting part.

Instructional Snapshots

What you might see taking place in the classroom.

- Small Group Class
- Orchestra Rehearsal
- Skill Development, individual and ensemble

Assessment

Tools

- Benchmark Assessment Tasks:
 - Reading and Notation
 - Playing Instruments

Common Assessments:

Students will demonstrate an understanding of playing instruments by demonstrating proper technique, within an ensemble and independently.

Standard #5: Critical Response

Students will describe and analyze their own music and music of others using appropriate music vocabulary. Students will apply appropriate criteria to music and music performance.

Big Ideas:

Critical Response raises the level of understanding and expression in music.

Learning Goals

What students will know and be able to do.

- Students will describe their own music and the music of others, using appropriate music terminology.
- Students will:
 - Perceive, describe, and respond to basic elements of music, including beat, tempo, rhythm, meter, pitch, melody, texture, dynamics, harmony and form.
 - Use appropriate terminology in describing music, music notation, music instruments and music performances.
 - Describe and demonstrate audience skills of listening attentively and responding appropriately in classroom, rehearsal, and performance settings.

Instructional Snapshots

What you might see taking place in the classroom.

- Small Group Class
- Orchestra Rehearsal
- Skill Development, individual and ensemble

Assessment

Tools

- Benchmark Assessment Tasks:
 - Reading and Notation
 - Playing Instruments

Standard #6: Connections

Students will understand music in relation to history and culture; the other arts; and disciplines outside the arts.

Big Ideas:

Historical and Cultural connections in the arts leads to understanding of all peoples.

Learning Goals

What students will know and be able to do.

- Students will recognize differences in music from various historical periods, cultures and genres.
- Students will:
 - recognize characteristic features of genres and styles from a variety of world cultures.
 - perform on their instrument a diverse selection of repertoire, representing a variety of world cultures and historical periods.

Instructional Snapshots

What you might see taking place in the classroom.

- Small Group Class
- Orchestra Rehearsal
- Skill Development, individual and ensemble

Assessment

Tools

- Benchmark Assessment Tasks:
 - Reading and Notation
 - Playing Instruments

Grades 4 Orchestra

Standard #2: Reading and Notation

Students will read music written in standard notation.

Big Ideas:

Music literacy fosters musical independence.

Learning Goals

What students will know and be able to do.

- Students will demonstrate their knowledge of basic music notation by reading and explaining a selection of music on their instrument.
- Students will:
 - Read whole, half, quarter and eighth, sixteenth, and dotted note and rests in 2/4, 3/4, 4/4 meter signatures.
 - Read at sight simple melodies and intervals in his/her instrument clef.
 - Identify appropriate symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing.
 - In an instrumental ensemble or class: demonstrate beginning level sight-reading skills.
 - Demonstrate their basic note-reading skills through their understanding and ability to sing in Solfege. (D Major and G Major)

Instructional Snapshots

What you might see taking place in the classroom.

- Small Group Class
- Orchestra Rehearsal
- Skill Development, individual and ensemble

Assessment

Tools

- Benchmark Assessment Tasks:
 - Reading and Notation
 - Playing Instruments

Common Assessments:

Students will demonstrate an understanding of basic music literacy by performing accurately and expressively a grade 1 selection of music.

Standard #3: Playing Instruments

Students will play instruments, alone and with others, to perform a varied repertoire of music.

Big Ideas:

Playing an instrument communicates thoughts, images, and emotions without words.

Learning Goals

What students will know and be able to do.

- Students will perform on their instrument, demonstrating proper technique, within an ensemble and independently.
- Students will:
 - Perform on his/her instrument accurately and independently, alone and in small and large ensembles, with appropriate posture, playing position, and technique..
 - Play expressively with appropriate dynamics, phrasing and articulation.
 - Play from memory and written notation a varied repertoire representing genres and styles from diverse cultures and historical periods.
 - Echo and perform easy rhythmic, melodic, and chordal patterns accurately and independently on his/her instrument.
 - Perform in ensembles, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.
 - Perform independent instrumental parts while other students play contrasting parts.

Instructional Snapshots

What you might see taking place in the classroom.

- Small Group Class
- Orchestra Rehearsal
- Skill Development, individual and ensemble

Assessment

Tools

- Benchmark Assessment Tasks:
 - Reading and Notation
 - Playing Instruments

Common Assessments:

Students will demonstrate an understanding of playing instruments by demonstrating proper technique, within an ensemble and independently

Standard #5: Critical Response

Students will describe and analyze their own music and music of others using appropriate music vocabulary. Students will apply appropriate criteria to music and music performance.

Big Ideas:

Critical Response raises the level of understanding and expression in music.

Learning Goals

What students will know and be able to do.

- Students will describe their own music and the music of others, using appropriate music terminology.
- Students will:
 - Perceive, describe, and respond to basic elements of music, including beat, tempo, rhythm, meter, pitch, melody, texture, dynamics, harmony and form.
 - Listen to and describe aural examples of music of various styles, genres, cultural and historical periods, identifying expressive qualities, instrumentation, and cultural and/or geographic context.
 - Use appropriate terminology in describing music, music notation, music instruments and music performances.
 - Describe and demonstrate audience skills of listening attentively and responding appropriately in classroom, rehearsal, and performance settings.

Instructional Snapshots

What you might see taking place in the classroom.

- Small Group Class
- Orchestra Rehearsal
- Skill Development, individual and ensemble

Assessment

Tools

- Benchmark Assessment Tasks:
 - Reading and Notation
 - Playing Instruments

Standard #6: Connections

Students will understand music in relation to history and culture; the other arts; and disciplines outside the arts.

Big Ideas:

Historical and Cultural connections in the arts leads to understanding of all peoples.

Learning Goals

What students will know and be able to do.

- Students will recognize differences in music from various historical periods, cultures and genres.
- Students will:
 - recognize characteristic features of genres and styles from a variety of world cultures.
 - perform on their instrument a diverse selection of repertoire, representing a variety of world cultures and historical periods.

Instructional Snapshots

What you might see taking place in the classroom.

- Small Group Class
- Orchestra Rehearsal
- Skill Development, individual and ensemble

Assessment

Tools

- Benchmark Assessment Tasks:
 - Reading and Notation
 - Playing Instruments

Grades 5

Standard #2: Reading and Notation

Students will read music written in standard notation.

Big Ideas:

Music literacy fosters musical independence.

Learning Goals

What students will know and be able to do.

- Students will demonstrate their knowledge of basic music notation by reading and explaining a selection of music on their instrument.
- Students will:
 - Read whole, half, quarter and eighth, sixteenth, and dotted note and rests in 2/4, 3/4, 4/4, 6/8, and alla breve meter signatures.
 - Read at sight simple melodies and intervals in his/her instrument clef.
 - Identify, define, and use standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression.
 - In an instrumental ensemble or class: sight-read, accurately and expressively, music with a difficulty level of 1.
 - Demonstrate their basic note-reading skills through their understanding and ability to sing in Solfege. (D, G and C Major)

Instructional Snapshots

What you might see taking place in the classroom.

- Small Group Class
- Orchestra Rehearsal
- Skill Development, individual and ensemble

Assessment

Tools

- Benchmark Assessment Tasks:
 - Reading and Notation
 - Playing Instruments

Common Assessments:

Reading and Notation

Students will demonstrate an understanding of basic music literacy by performing accurately and expressively a grade 1.5 selection of music.

Standard #3: Playing Instruments

Students will play instruments, alone and with others, to perform a varied repertoire of music.

Big Ideas:

Playing an instrument communicates thoughts, images, and emotions without words.

Learning Goals

What students will know and be able to do.

- Students will perform on their instrument, demonstrating proper technique, within an ensemble and independently.
- Students will:
 - Perform on his/her instrument accurately and independently, alone and in small and large ensembles, with appropriate posture, playing position, and technique..
 - Perform with expression and technical accuracy on his/her instrument a repertoire of instrumental literature with level of difficulty of 1.5 on a scale of 1 to 6.
 - Perform music representing diverse historical periods, genres, and cultures, with expression appropriate for the work being performed..

Instructional Snapshots

What you might see taking place in the classroom.

- Small Group Class
- Orchestra Rehearsal
- Skill Development, individual and ensemble

Assessment

Tools

- Benchmark Assessment Tasks:
 - Reading and Notation
 - Playing Instruments

Common Assessments:

Students will demonstrate an understanding of playing instruments by demonstrating proper technique, within an ensemble and independently.

- Play by ear simple melodies on his/her instrument.

Standard #4: Improvisation and Composition

Students will improvise, compose, and arrange music.

Big Ideas:

Improvisation and composition create musical ideas.

Learning Goals

What students will know and be able to do.

- Students will demonstrate basic improvisational skills.
- Students will:
 - Improvise “answers” in the same style to given rhythmic and melodic phrases.
 - Improvise simple rhythmic variations and simple melodic embellishments on familiar melodies.

Instructional Snapshots

What you might see taking place in the classroom.

- Small Group Class
- Orchestra Rehearsal
- Skill Development, individual and ensemble

Assessment

Tools

- Benchmark Assessment Tasks:
 - Reading and Notation
 - Playing Instruments

Standard #5: Critical Response

Students will describe and analyze their own music and music of others using appropriate music vocabulary. Students will apply appropriate criteria to music and music performance.

Big Ideas:

Critical Response raises the level of understanding and expression in music.

Learning Goals

What students will know and be able to do.

- Students will describe their own music and the music of others, using appropriate music terminology.
- Students will:
 - Recognize the uses of elements in aural examples representing diverse genres and cultures..
 - Describe specific music occurrences in a given aural example, using appropriate terminology.
 - Demonstrate knowledge of the basic principles of meter, rhythm, tonality, and intervals in an analysis of music.
 - Listen to formal and informal performances with attention, showing understanding of the protocols of audience behavior appropriate to the style of the performance.

Instructional Snapshots

What you might see taking place in the classroom.

- Small Group Class
- Orchestra Rehearsal
- Skill Development, individual and ensemble

Assessment

Tools

- Benchmark Assessment Tasks:
 - Reading and Notation
 - Playing Instruments

Standard #6: Connections

Students will understand music in relation to history and culture; the other arts; and disciplines outside the arts.

Big Ideas:

Historical and Cultural connections in the arts leads to understanding of all peoples.

Learning Goals

What students will know and be able to do.

- Students will recognize differences in music from various historical periods, cultures and genres.
- Students will:
 - recognize characteristic features of genres and styles from a variety of world cultures.
 - perform on their instrument a diverse selection of repertoire, representing a variety of world cultures and historical periods.

Instructional Snapshots

What you might see taking place in the classroom.

- Small Group Class
- Orchestra Rehearsal
- Skill Development, individual and ensemble

Assessment

Tools

- Benchmark Assessment Tasks:
 - Reading and Notation
 - Playing Instruments

Grade 6 Orchestra

Standard #2: Reading and Notation

Students will read music written in standard notation.

Big Ideas:

Music literacy fosters musical independence.

Learning Goals

What students will know and be able to do.

- Students will demonstrate their knowledge of music notation by reading and explaining an instrumental score and by sight-reading on their instrument accurately and expressively.
- Students will:
 - Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 9/8, and alla breve meter signatures.
 - Read at sight simple melodies and intervals in his/her instrument clef.
 - Identify, define, and use standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression.
 - In instrumental ensemble or class: sight-read, accurately and expressively, music with a difficulty level of 1.5 on a scale of 1 to 6.
 - e. Demonstrate their basic note-reading skills through their

Instructional Snapshots

What you might see taking place in the classroom.

- Orchestra Rehearsal
- Recommended Private Lessons
- Skill Development, individual and ensemble

Assessment

Tools

- Benchmark Assessment Tasks:
 - Reading and Notation
 - Playing Instruments

Common Assessments:

Reading and Notation

Students will demonstrate an understanding of intermediate music literacy by performing accurately and expressively a grade level 2 selection of music.

understanding and ability to sing in Solfege. (D, G, C and F Major)

Standard #3: Playing Instruments

Students will play instruments, alone and with others, to perform a varied repertoire of music.

Big Ideas:

Playing an instrument communicates thoughts, images, and emotions without words.

Learning Goals

What students will know and be able to do.

- Students will perform on their instrument, demonstrating proper technique and appropriate expression, within an ensemble and independently.
- Students will:
 - Perform on one instrument accurately and independently, alone and in small and large ensembles, with appropriate posture, playing position, and technique.
 - Perform with expression and technical accuracy on one string instrument, a repertoire of instrumental literature with a level of difficulty of 2 on a scale of 1 to 6.
 - Perform music representing diverse historical periods, genres, and cultures, with expression appropriate for the work being performed.
 - Play by ear simple melodies on a

Instructional Snapshots

What you might see taking place in the classroom.

- Orchestra Rehearsal
- Recommended Private Lessons
- Skill Development, individual and ensemble

Assessment

Tools

- Benchmark Assessment Tasks:
 - Reading and Notation
 - Playing Instruments

Common Assessments:

Students will demonstrate an understanding of playing instruments by demonstrating proper technique and appropriate expression, within an ensemble and independently.

melodic instrument.

Standard #5: Critical Response

Students will describe and analyze their own music and music of others using appropriate music vocabulary. Students will apply appropriate criteria to music and music performance.

Big Ideas:

Critical Response raises the level of understanding and expression in music.

Learning Goals

What students will know and be able to do.

- Students will describe their own music and the music of others, using appropriate music terminology.
- Students will:
 - Analyze the uses of elements in aural examples representing diverse genres and cultures.
 - Describe specific music occurrences in a given aural example, using appropriate terminology.
 - Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, and chords in an analysis of music.
 - Listen to formal and informal performances with attention, showing understanding of the protocols of audience behavior appropriate to the style of the performance.

Instructional Snapshots

What you might see taking place in the classroom.

- Orchestra Rehearsal
- Recommended Private Lessons
- Skill Development, individual and ensemble

Assessment

Tools

- Benchmark Assessment Tasks:
 - Reading and Notation
 - Playing Instruments

Standard #6: Connections

Students will understand music in relation to history and culture; the other arts; and disciplines outside the arts.

Big Ideas:

Historical and Cultural connections in the arts leads to understanding of all peoples.

Learning Goals

What students will know and be able to do.

- Students will recognize and identify stylistic differences in music from various historical periods, cultures and genres.
- Students will:
 - recognize characteristic features of genres and styles from a variety of world cultures.
 - perform on their instrument a diverse selection of repertoire, representing a variety of world cultures and historical periods.

Instructional Snapshots

What you might see taking place in the classroom.

- Orchestra Rehearsal
- Recommended Private Lessons
- Skill Development, individual and ensemble

Assessment

Tools

- Benchmark Assessment Tasks:
 - Reading and Notation
 - Playing Instruments

Grades 7 & 8 Orchestra

Standard #2: Reading and Notation

Students will read music written in standard notation.

Big Ideas:

Music literacy fosters musical independence.

Learning Goals

What students will know and be able to do.

- Students will demonstrate their knowledge of music notation by reading and explaining an instrumental score and by sight-reading on their instrument accurately and expressively.

Students will:

- Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 9/8, and alla breve meter signatures.
- Read at sight simple melodies and intervals in both treble and bass clefs.
- Identify, define, and use standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression.
- In instrumental ensemble or class: sight-read, accurately and expressively, music with a difficulty level of 2 on a scale of 1 to 6.

Instructional Snapshots

What you might see taking place in the classroom.

- Orchestra Rehearsal
- Recommended Private Lessons
- Skill Development, individual and ensemble

Assessment

Tools

- Benchmark Assessment Tasks:
- Reading and Notation
- Playing Instruments
- Critical Response

Common Assessments:

Reading and Notation

Students will demonstrate an understanding of intermediate music literacy by performing accurately and expressively a grade level 3 selection of music.

- e. Demonstrate their basic note-reading skills through their understanding and ability to sing in Solfege. (D, G, C F and Bb Major)

Standard #3: Playing Instruments

Students will play instruments, alone and with others, to perform a varied repertoire of music.

Big Ideas:

Playing an instrument communicates thoughts, images, and emotions without words.

Learning Goals

What students will know and be able to do.

- Students will perform on their instrument, demonstrating proper technique and appropriate expression, within an ensemble and independently.
- Students will:
 - Perform on one instrument accurately and independently, alone and in small and large ensembles, with appropriate posture, playing position, and technique.
 - Perform with expression and technical accuracy on one string instrument, a repertoire of instrumental literature with a level of difficulty of 3 on a scale of 1 to 6.
 - Perform music representing diverse historical periods, genres, and cultures, with expression appropriate for the work being performed.

Instructional Snapshots

What you might see taking place in the classroom.

- Orchestra Rehearsal
- Recommended Private Lessons
- Skill Development, individual and ensemble

Assessment

Tools

- Benchmark Assessment Tasks:
- Reading and Notation
- Playing Instruments
- Critical Response

Common Assessments:

Playing Instruments

Students will demonstrate an understanding of playing instruments by demonstrating proper technique and appropriate expression, within an ensemble and independently.

- Play by ear simple melodies on a melodic instrument.

Standard #4: Critical Response

Students will describe and analyze their own music and music of others using appropriate music vocabulary. Students will apply appropriate criteria to music and music performance.

Big Ideas:

Critical Response raises the level of understanding and expression in music.

Learning Goals

What students will know and be able to do.

- Students will describe their own music and the music of others, using appropriate music terminology.
- Students will:
 - Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in an analysis of music.
 - Demonstrate an understanding of how musical elements interact to create expressiveness in music.
 - Demonstrate knowledge of the technical vocabulary of music.
 - Listen to performances of extended length and complexity with proper attention and audience protocol.

Instructional Snapshots

What you might see taking place in the classroom.

- Orchestra Rehearsal
- Recommended Private Lessons
- Skill Development, individual and ensemble

Assessment

Tools

- Benchmark Assessment Tasks:
- Reading and Notation
- Playing Instruments
- Critical Response

Common Assessments:

Critical Response

Students will demonstrate their understanding of basic music elements and technical vocabulary by performing, processing and evaluating a rehearsal of grade appropriate literature.

Standard #5: Connections

Students will understand music in relation to history and culture; the other arts; and disciplines outside the arts.

Big Ideas:

Historical and Cultural connections in the arts leads to understanding of all peoples.

Learning Goals

What students will know and be able to do.

- Students will recognize and identify stylistic differences in music from various historical periods, cultures and genres.
- Students will:
 - recognize characteristic features of genres and styles from a variety of world cultures.
 - perform on their instrument a diverse selection of repertoire, representing a variety of world cultures and historical periods.

Instructional Snapshots

What you might see taking place in the classroom.

- Individual work
- Teacher and individual - led instruction
- Cooperative learning activities
- Large group performance

Assessment

Tools

- Benchmark Assessment Tasks:
 - Singing
 - Connections

High School Concert Orchestra - Grades 9-12

Standard #2: Reading and Notation

Students will read music written in standard notation.

Big Ideas:

Music literacy fosters musical independence.

Learning Goals

What students will know and be able to do.

- Students will demonstrate their knowledge of music notation by reading and explaining an instrumental score and by sight-reading on their instrument accurately and expressively.
- Students will:
 - Demonstrate the ability to read an instrumental score of up to four staves by describing how the elements of music are used.
 - Read at sight moderately difficult melodies, all intervals and their inversions from unison through octave, and triads and their inversions in arpeggiated form.
 - In an instrumental ensemble or class: sight-read, accurately and expressively, music with a difficulty level of 3, on a scale of 1 to 6.
 - Demonstrate their basic

Instructional Snapshots

What you might see taking place in the classroom.

- Large and small group instruction
- Cooperative Learning
- Skill Development

Assessment

Tools

- Benchmark Assessment Tasks:
 - Reading and Notation
 - Playing Instruments
 - Critical Response

Common Assessments:

Reading and Notation

Students will demonstrate an understanding of advanced music literacy by performing accurately and expressively on a grade level 4 selection of music.

note-reading skills through their understanding and ability to sing in Solfege. (Up to 3 sharps and 3 flats)

Standard #3: Playing Instruments

Students will play instruments, alone and with others, to perform a varied repertoire of music.

Big Ideas:

Playing an instrument communicates thoughts, images, and emotions without words.

Learning Goals

What students will know and be able to do.

- Students will perform on their instrument, demonstrating proper technique and appropriate expression, within an ensemble and independently.
- Students will:
 - Perform with expressions and technical accuracy a large repertoire of solo and ensemble literature representing various genres, styles, and cultural and historical periods, with a level of difficulty of 4, on a scale of 1 to 6.
 - Perform and appropriate part in an ensemble, demonstrating well-developed ensemble skills.
 - Perform in small ensembles with one students on a part.

Instructional Snapshots

What you might see taking place in the classroom.

- Large and small group instruction
- Cooperative Learning
- Skill Development

Assessment

Tools

- Benchmark Assessment Tasks:
 - Reading and Notation
 - Playing Instruments
 - Critical Response

Common Assessments:

Playing Instruments

Students will demonstrate an understanding of playing instruments by demonstrating proper technique and appropriate expression, within an ensemble and independently.

Standard #5: Critical Response

Students will describe and analyze their own music and music of others using appropriate music vocabulary. Students will apply appropriate criteria to music and music performance.

Big Ideas:

Critical Response raises the level of understanding and expression in music.

Learning Goals

What students will know and be able to do.

- Students will describe their own music and the music of others, using appropriate music terminology.
- Students will:
 - Recognize the uses of elements in aural examples representing diverse genres and cultures.
 - Demonstrate knowledge of the technical vocabulary of music.
 - Listen to performances of extended length and complexity with proper attention and audience protocol.

Instructional Snapshots

What you might see taking place in the classroom.

- Large and small group instruction
- Cooperative Learning
- Skill Development

Assessment

Tools

- Benchmark Assessment Tasks:
 - Reading and Notation
 - Playing Instruments
 - Critical Response

Common Assessments:

Critical Response

Students will demonstrate an understanding of musical elements and technical vocabulary by performing, processing and evaluating a rehearsal of grade appropriate literature.

Standard #6: Connections

Students will understand music in relation to history and culture; the other arts; and disciplines outside the arts.

Big Ideas:

Historical and Cultural connections in the arts leads to understanding of all peoples.

Learning Goals

What students will know and be able to do.

- Students will recognize and identify stylistic differences in music from various historical periods, cultures and genres.
- Students will:
 - recognize characteristic features of genres and styles from a variety of world cultures.
 - perform on their instrument a diverse selection of repertoire, representing a variety of world cultures and historical periods.

Instructional Snapshots

What you might see taking place in the classroom.

- Large and small group instruction
- Cooperative Learning
- Skill Development

Assessment

Tools

- Benchmark Assessment Tasks:
 - Reading and Notation
 - Playing Instruments
 - Critical Response

High School Chamber Orchestra - Grades 9-12

Standard #2: Reading and Notation

Students will read music written in standard notation.

Big Ideas:

Music literacy fosters musical independence.

Learning Goals

What students will know and be able to do.

- Students will demonstrate their knowledge of music notation by reading and explaining an instrumental score and by sight-reading on their instrument accurately and expressively.
- Students will:
 - Demonstrate the ability to read an instrumental score of up to four staves by describing how the elements of music are used.
 - Read at sight moderately difficult melodies, all intervals and their inversions from unison through octave, and triads and their inversions in arpeggiated form.
 - In an instrumental ensemble or class: sight-read, accurately and expressively, music with a difficulty level of 4, on a scale of 1

Instructional Snapshots

What you might see taking place in the classroom.

- Large and small group instruction
- Cooperative Learning
- Skill Development

Assessment

Tools

- Benchmark Assessment Tasks:
 - Reading and Notation
 - Playing Instruments
 - Critical Response

Common Assessments:

Reading and Notation

Students will demonstrate an understanding of advanced music literacy by performing accurately and expressively on a grade level 4 selection of music.

- to 6.
- Demonstrate their basic note-reading skills through their understanding and ability to sing in Solfege. (Up to 4 sharps and 4 flats)

Standard #3: Playing Instruments

Students will play instruments, alone and with others, to perform a varied repertoire of music.

Big Ideas:

Playing an instrument communicates thoughts, images, and emotions without words.

Learning Goals

What students will know and be able to do.

- Students will perform on their instrument, demonstrating proper technique and appropriate expression, within an ensemble and independently.
- Students will:
 - Perform with expressions and technical accuracy a large repertoire of solo and ensemble literature representing various genres, styles, and cultural and historical periods, with a level of difficulty of 5, on a scale of 1 to 6.
 - Perform and appropriate part in an ensemble, demonstrating well-developed ensemble skills.
 - Perform in small ensembles with one students on a part.

Instructional Snapshots

What you might see taking place in the classroom.

- Large and small group instruction
- Cooperative Learning
- Skill Development

Assessment

Tools

- Benchmark Assessment Tasks:
 - Reading and Notation
 - Playing Instruments
 - Critical Response

Common Assessments:
Playing Instruments

Students will demonstrate an understanding of playing instruments by demonstrating proper technique and appropriate expression, within an ensemble and independently.

Standard #5: Critical Response

Students will describe and analyze their own music and music of others using appropriate music vocabulary. Students will apply appropriate criteria to music and music performance.

Big Ideas:

Critical Response raises the level of understanding and expression in music.

Learning Goals

What students will know and be able to do.

- Students will describe their own music and the music of others, using appropriate music terminology.
- Students will:
 - Recognize the uses of elements in aural examples representing diverse genres and cultures..
 - Demonstrate knowledge of the technical vocabulary of music.
 - Listen to performances of extended length and complexity with proper attention and audience protocol.

Instructional Snapshots

What you might see taking place in the classroom.

- Large and small group instruction
- Cooperative Learning
- Skill Development

Assessment

Tools

- Benchmark Assessment Tasks:
 - Reading and Notation
 - Playing Instruments
 - Critical Response

Standard #6: Connections

Students will understand music in relation to history and culture; the other arts; and disciplines outside the arts.

Big Ideas:

Historical and Cultural connections in the arts leads to understanding of all peoples.

Learning Goals

What students will know and be able to do.

- Students will recognize and identify stylistic differences in music from various historical periods, cultures and genres.
- Students will:
 - recognize characteristic features of genres and styles from a variety of world cultures.
 - perform on their instrument a diverse selection of repertoire, representing a variety of world cultures and historical periods.

Instructional Snapshots

What you might see taking place in the classroom.

- Large and small group instruction
- Cooperative Learning
- Skill Development

Assessment

Tools

- Benchmark Assessment Tasks:
 - Reading and Notation
 - Playing Instruments
 - Critical Response

High School Chamber Music

Standard #2: Reading and Notation

Students will read music written in standard notation.

Big Ideas:

Music literacy fosters musical independence.

Learning Goals

What students will know and be able to do.

- Students will demonstrate their knowledge of music notation by reading and explaining an instrumental score and by sight-reading on their instrument accurately and expressively.
- Students will:
 - Correctly interpret rhythmic notation.
 - Sight-read independent part within a group of varying parts.

Instructional Snapshots

What you might see taking place in the classroom.

- Small Group Instruction
- Cooperative Learning
- Skill Development

Assessment

Tools

- Benchmark Assessment Tasks:
 - Concert Performances, inside and outside the school community

Standard #3: Playing Instruments

Students will play instruments, alone and with others, to perform a varied repertoire of music.

Big Ideas:

Playing an instrument communicates thoughts, images, and emotions without words.

Learning Goals

What students will know and be able to do.

- Students will perform on their instruments, demonstrating proper technique and appropriate expression, within an ensemble and independently.
- Students will:
 - Perform with expression and technical accuracy on their instrument a piece of chamber music repertoire with a level of difficulty of 5/6 on a scale of 1-6.

Instructional Snapshots

What you might see taking place in the classroom.

- Small Group Instruction
- Cooperative Learning
- Skill Development

Assessment

Tools

- Benchmark Assessment Tasks:
 - Concert Performances, inside and outside the school community

Common Assessments:

Playing Instruments

Students will demonstrate a high level of playing proficiency on their instruments through performance in a chamber ensemble.

Standard #5: Critical Response

Students will describe and analyze their own music and music of others using appropriate music vocabulary. Students will apply appropriate criteria to music and music performance.

Big Ideas:

Critical Response raises the level of understanding and expression in music.

Learning Goals

What students will know and be able to do.

- Students will describe and critique their own music and the music of others, using appropriate musical terminology.
- Students will:
 - Demonstrate a high level of understanding for their part and the parts as a whole through the self-governing approach to chamber ensemble rehearsals.

Instructional Snapshots

What you might see taking place in the classroom.

- Small Group Instruction
- Cooperative Learning
- Skill Development

Assessment

Tools

- Benchmark Assessment Tasks:
 - Concert Performances, inside and outside the school community

Common Assessments:

Critical Response

Students will demonstrate their knowledge of musical elements and understanding for appropriate musical interpretation through self-governed ensembles.

Standard #6: Connections

Students will understand music in relation to history and culture; the other arts; and disciplines outside the arts.

Big Ideas:

Historical and Cultural connections in the arts leads to understanding of all peoples.

Learning Goals

What students will know and be able to do.

- Students will recognize and identify stylistic differences in music from various historical periods, cultures and genres.
- Students will:
 - Recognize characteristic features of genres and styles from a variety of world cultures.
 - Perform on their instrument a diverse selection of repertoire, representing a variety of world cultures and historical periods.

Instructional Snapshots

What you might see taking place in the classroom.

- Small Group Instruction
- Cooperative Learning
- Skill Development

Assessment

Tools

- Benchmark Assessment Tasks:
 - Concert Performances, inside and outside the school community

