

3RD GRADE	<u>CURRICULUM</u> <i>End Product of Learning, “What” You Teach</i>			<u>INSTRUCTION</u> <i>Means to the End Product, “How” You Teach</i>	<u>ASSESSMENT</u> <i>Validation to Revise Curriculum & Instruction</i>
TIME FRAME	STANDARD OR BENCHMARK	CONTENT: What we want students to “KNOW”.	SKILL: What we want students to “DO”.	Varied Teaching/Learning Strategies Resources/Comments	Varied Classroom Assessment Strategies
Year 1 September- June	<p>STATE GOAL 25: Know the language of the arts</p> <p>A. Understand the sensory elements, organizational principles and expressive qualities of the arts</p> <ul style="list-style-type: none"> ○ 25.A.1c Music: Identify differences in elements and expressive qualities (fast/slow, loud/soft, high pitch/low pitch, long/short) <p>B. Understand the similarities, distinctions and connections in and among the arts</p> <ul style="list-style-type: none"> ○ 25.B.1: Identify similarities in and among the arts (patterns, sequences and mood) <p>STATE GOAL 26: Through creating & performing, understand how works of art are produced</p> <p>A. Understand processes, traditional tools and modern technologies used in the arts</p> <ul style="list-style-type: none"> ○ 26.A.1d Music: Relate symbol systems (icons, syllables, numbers and letters) to musical sounds ○ 26.A.2d Music: Read and interpret the traditional music notation of note values and letter names <p>B. Apply skills and knowledge necessary to create and perform in one or more of the arts</p> <ul style="list-style-type: none"> ○ 26.B.1c Music: Sing or play on classroom instruments a variety of music representing diverse cultures and styles ○ 26.B.2c Music: Sing or play acoustic or electronic instruments demonstrating technical skill <p>STATE GOAL 27: Understand the role of the arts in civilizations, past and present</p> <p>A. Analyze how the arts function in history, society and everyday life</p> <ul style="list-style-type: none"> ○ 27.A.1a: Identify the distinctive roles of artists and audiences ○ 27.A.2a: Identify and describe the relationship between the arts and various environments (home, school, work, theatre, gallery) ○ 27.A.1b: Identify how the arts contribute to communication, celebrations, occupations, etc. <p>B. Understand how the arts shape and reflect history, society and everyday life</p> <ul style="list-style-type: none"> ○ 27.B.1: Know how images, sounds and movement convey stories about people, places and times 	<p>Introduction:</p> <ul style="list-style-type: none"> ○ Instrument & Bow Care/Parts ○ Instrument Position <p>Notes:</p> <ul style="list-style-type: none"> ○ Open Strings ○ D String: G (G String Bass), F#, E ○ A String (G String Shifting Bass) D, C#, B <p>Bowings:</p> <ul style="list-style-type: none"> ○ Shaping the right hand using a pencil hold ○ Bowing motions ○ Shaping the right hand using a bow ○ Bowing with rosin ○ Bowing D Major Scale ○ Bowing fingered notes <p>Rhythms:</p> <ul style="list-style-type: none"> ○ Quarter note/rest ○ Eighth note patterns ○ Half note/rest <p>Theory:</p> <ul style="list-style-type: none"> ○ Scale (D Major), Whole vs. Half Steps ○ D Major Key Signature ○ Time Signature: 4/4, 2/4 ○ 4th Finger (Violin/Viola) ○ Repeat Signs/Endings, Round ○ Chord/Harmony <p>History:</p> <ul style="list-style-type: none"> ○ Folk Songs, Mozart, Beethoven & Offenbach <p>Terms:</p> <ul style="list-style-type: none"> ○ Pizzicato ○ Beat, Music Staff, Bar Line, Measure (number), Notes, Rest ○ Clef, Time Signature, Double Bar, Repeat Sign, Counting ○ Sharp, Tunnel Bracket ○ Ledger Lines (Viola/Cello), Scale ○ Arco, Down/Up Bow, Bow Lift ○ Key Signature ○ Tempos: Allegro, Moderato, Andante 	<ul style="list-style-type: none"> ○ Demonstrate an understanding of their instrument and how to care for it ○ Demonstrate proper hold of the instrument ○ Demonstrate understanding of note identification via notation, graphic organizer, and verbal cues ○ Compose and improvise melodic ideas that reflect characteristics of music or text studied in rehearsal ○ Demonstrate proper bow grip on a pencil and on a bow ○ Demonstrate proper bow action (parallel bowing) with a smooth and even tone ○ Demonstrate arm level changes at string crossings ○ Identify, count, and perform even quarter note (ta), eighth note (tee-tee), and half note (toh-ah) rhythms ○ Perform music with an understanding of the structure, context, and technical skills studied in rehearsal ○ Demonstrate attention to technical accuracy using 4th fingers and open strings ○ Demonstrate understandings of 4/4 vs. 2/4 time by identifying time signatures and watching the conductor's patterns ○ Connect & relate to music using listening skills and identifying familiar melodies 	<ul style="list-style-type: none"> ○ CREATING: Generate musical ideas for various purposes and contexts; select and develop musical ideas for defined purposes and contexts; evaluate and refine selected musical ideas to create musical work that meets appropriate criteria; & share creative musical work ○ PERFORMING: Select varied musical works to present based on interest, knowledge, technical skill, and context; analyze the structure and context of varied musical works and their implications for performance; develop personal interpretations that consider creators' intent; evaluate and refine personal and ensemble performances; & perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context ○ RESPONDING: Choose music appropriate for a specific purpose or context; analyze how the structure and context of varied musical works inform the response; support an interpretation and/or evaluation of musical works and performance(s) based on expressive intent, analysis, interpretation, and established criteria ○ CONNECT: Synthesize and relate knowledge and personal experiences to make music, relate musical ideas and works with varied context to deepen understanding 	Practice Records Smart Music Worksheets Observations Formal Tests/Quizzes Performance Tests Concerts Lessons

4TH GRADE	<u>CURRICULUM</u> <i>End Product of Learning, “What” You Teach</i>			<u>INSTRUCTION</u> <i>Means to the End Product, “How” You Teach</i>	<u>ASSESSMENT</u> <i>Validation to Revise Curriculum & Instruction</i>
TIME FRAME	STANDARD OR BENCHMARK	CONTENT: What we want students to “KNOW”.	SKILL: What we want students to “DO”.	Varied Teaching/Learning Strategies Resources/Comments	Varied Classroom Assessment Strategies
Year 2 September- June	<p>STATE GOAL 25: Know the language of the arts A. Understand the sensory elements, organizational principles and expressive qualities of the arts ○ 25.A.2c Music: Identify elements and expressive qualities such as tone color, harmony, melody, form (rondo, theme and variation), rhythm/meter and dynamics in a variety of musical styles B. Understand the similarities, distinctions and connections in and among the arts ○ 25.B.2: Understand how elements and principles combine within an art form to express ideas</p> <p>STATE GOAL 26: Through creating & performing, understand how works of art are produced A. Understand processes, traditional tools and modern technologies used in the arts ○ 26.A.1d Music: Relate symbol systems (icons, syllables, numbers and letters) to musical sounds ○ 26.A.2d Music: Read and interpret the traditional music notation of note values and letter names B. Apply skills and knowledge necessary to create and perform in one or more of the arts ○ 26.B.1c Music: Sing or play on classroom instruments a variety of music representing diverse cultures and styles ○ 26.B.2c Music: Sing or play acoustic or electronic instruments demonstrating technical skill</p> <p>STATE GOAL 27: Understand the role of the arts in civilizations, past and present A. Analyze how the arts function in history, society and everyday life ○ 27.A.1a: Identify the distinctive roles of artists and audiences ○ 27.A.2a: Identify and describe the relationship between the arts and various environments (home, school, work, theatre, gallery) ○ 27.A.2b: Describe how the arts function in commercial applications (mass media/products) B. Understand how the arts shape and reflect history, society and everyday life ○ 27.B.2: Identify and describe how the arts communicate the similarities and differences among various people, places and times</p>	<p>Notes: ○ G String: G (E String Bass), C/B/A (A String Bass) ○ F Natural / C Natural ○ C String: Viola & Cello ○ E String: Violin & Bass (F#) Bowings: ○ Changing bow speeds for slurring 2 notes ○ Staccato bowing ○ Hooked bowing w/ quarter notes ○ Forte vs. Piano bowing Rhythms: ○ Dotted half notes ○ Whole notes/rests Theory: ○ G/C Major: Key signature, scale and arpeggio ○ Whole vs. Half Steps - hi2 vs. lo2 ○ Time Signature: Common, 3/4 ○ Tie vs. Slur ○ Upbeat, D.C. al Fine ○ Chromatics ○ Theme and variations ○ Arpeggios ○ Dynamics ○ Improvisation History: ○ Latin American Music ○ Far Eastern Music ○ Nationalistic Music ○ African Music ○ Offenbach, Thomas Tallis, Rossini Terms: ○ Ledger lines ○ Duet vs. solo ○ Octave ○ Arpeggio ○ Staccato, Hooked Bowing ○ Dynamics: <i>forte & piano</i> ○ Up-Beat, D.C. al Fine</p>	○ Demonstrate understanding of note identification via notation, graphic organizer, and verbal cues ○ Compose and improvise melodic ideas and rhythmic passages that reflect characteristics of music or text studied in rehearsal ○ Demonstrate proper bow action for learned bowing articulations such as slurring, staccato, and hooked bowings. ○ Demonstrate arm weight changes to produce a loud (<i>forte</i>) or soft (<i>piano</i>) sound ○ Identify, count, and perform dotted half note (toh-ah-ah) and whole note (toh-ah-ah-ah) rhythms ○ Perform music with an understanding of the structure, context, and technical skills studied in rehearsal ○ Demonstrate attention to technical accuracy using hi2 vs. lo2 (F/C sharp vs. F/C natural) ○ Demonstrate improved tone quality and intonation ○ Demonstrate understandings of common time (4/4) vs. 3/4 time by identifying time signatures and watching the conductor’s patterns ○ Connect & relate to music using listening skills and identifying familiar melodies ○ Identify similarities and differences between music of various cultures	○ CREATING: Generate musical ideas for various purposes and contexts; select and develop musical ideas for defined purposes and contexts; evaluate and refine selected musical ideas to create musical work that meets appropriate criteria; & share creative musical work ○ PERFORMING: Select varied musical works to present based on interest, knowledge, technical skill, and context; analyze the structure and context of varied musical works and their implications for performance; develop personal interpretations that consider creators’ intent; evaluate and refine personal and ensemble performances; & perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context ○ RESPONDING: Choose music appropriate for a specific purpose or context; analyze how the structure and context of varied musical works inform the response; support an interpretation and/or evaluation of musical works and performance(s) based on expressive intent, analysis, interpretation, and established criteria ○ CONNECT: Synthesize and relate knowledge and personal experiences to make music, relate musical ideas and works with varied context to deepen understanding	Practice Records Smart Music Worksheets Observations Formal Tests/Quizzes Performance Tests Concerts Lessons

5TH GRADE	<u>CURRICULUM</u> <i>End Product of Learning, “What” You Teach</i>			<u>INSTRUCTION</u> <i>Means to the End Product, “How” You Teach</i>	<u>ASSESSMENT</u> <i>Validation to Revise Curriculum & Instruction</i>
TIME FRAME	STANDARD OR BENCHMARK	CONTENT: What we want students to “KNOW”.	SKILL: What we want students to “DO”.	Varied Teaching/Learning Strategies Resources/Comments	Varied Classroom Assessment Strategies
Year 3 September-June	<p>STATE GOAL 25: Know the language of the arts</p> <p>A. Understand the sensory elements, organizational principles and expressive qualities of the arts</p> <ul style="list-style-type: none"> ○ 25.A.2c Music: Identify elements and expressive qualities such as tone color, harmony, melody, form (rondo, theme and variation), rhythm/meter and dynamics in a variety of musical styles <p>B. Understand the similarities, distinctions and connections in and among the arts</p> <ul style="list-style-type: none"> ○ 25.B.2: Understand how elements and principles combine within an art form to express ideas <p>STATE GOAL 26: Through creating & performing, understand how works of art are produced</p> <p>A. Understand processes, traditional tools and modern technologies used in the arts</p> <ul style="list-style-type: none"> ○ 26.A.2d Music: Read and interpret the traditional music notation of note values and letter names <p>B. Apply skills and knowledge necessary to create and perform in one or more of the arts</p> <ul style="list-style-type: none"> ○ 26.B.2c Music: Sing or play acoustic or electronic instruments demonstrating technical skill <p>STATE GOAL 27: Understand the role of the arts in civilizations, past and present</p> <p>A. Analyze how the arts function in history, society and everyday life</p> <ul style="list-style-type: none"> ○ 27.A.2a: Identify and describe the relationship between the arts and various environments (home, school, work, theatre, gallery) ○ 27.A.2b: Describe how the arts function in commercial applications (mass media/products) <p>B. Understand how the arts shape and reflect history, society and everyday life</p> <ul style="list-style-type: none"> ○ 27.B.2: Identify and describe how the arts communicate the similarities and differences among various people, places and times 	<p>Notes:</p> <ul style="list-style-type: none"> ○ G#: 3-4 finger pattern on D string (violin/viola); forward extension (cello); ½ position on G string (bass) - on E string (violin/bass) ○ C#/F#: 3-4 finger pattern on C string (viola); forward extension (cello) ○ B-Flat: low first finger pattern on A string; on G string (½ position bass; on E string (lo4 - violin) ○ F Natural: low first finger pattern on E string (violin); ½ position on E string (bass) ○ E-Flat: Low 4 on A string (violin/viola); low first finger pattern on D string (backward extension - cello; ½ position - bass) <p>Bowings:</p> <ul style="list-style-type: none"> ○ Legato, Slurring 3-4 Notes ○ Accents ○ Shadow bowing ○ Hooked bowing w/ dotted rhythms <p>Rhythms:</p> <ul style="list-style-type: none"> ○ Eighth notes & rests ○ Dotted quarter notes ○ Sixteenth and eighth note combinations ○ Syncopation <p>Theory:</p> <ul style="list-style-type: none"> ○ Intervals ○ Fermata ○ A/F/B-Flat Major Key Signature ○ Counting rhythms <p>History:</p> <ul style="list-style-type: none"> ○ Composer Project <p>Terms:</p> <ul style="list-style-type: none"> ○ Legato, Syncopation, Fermata ○ Major scale & stepwise patterns ○ Tempos: moderato, andante, allegro, allegretto, lento, andantino ○ Intonation & Tuning ○ Dynamics: <i>mp</i> & <i>mf</i> ○ Concerto 	<ul style="list-style-type: none"> ○ Demonstrate understanding of note identification via notation, graphic organizer, and verbal cues ○ Compose and improvise melodic ideas and rhythmic passages that reflect characteristics of music or text studied in rehearsal ○ Demonstrate proper bow action for learned bowing articulations such as legato, staccato, and hooked bowing - implementing the shadow bow technique ○ Demonstrate arm weight changes to produce medium loud (<i>mf</i>) and, medium soft (<i>mp</i>) sounds; and to produce accent articulations ○ Identify, count, and perform dotted quarter note and sixteenth note rhythms by themselves or when integrated with other rhythms ○ Identify, count, and perform syncopated rhythms ○ Perform music with an understanding of the structure, context, and technical skills studied in rehearsal ○ Demonstrate attention to technical accuracy using hi2 vs. lo2, 3-4 patterns, extensions and ½ positions - developing independent finger movement ○ Demonstrate improved tone quality and intonation ○ Demonstrate understandings of key signatures by identifying harp or flat notes ○ Connect & relate to music using listening skills and identifying familiar melodies ○ Research a composer, identify with elements learned from the book and how they apply to class ○ Demonstrate listening skills through basic tuning techniques 	<ul style="list-style-type: none"> ○ CREATING:Generate musical ideas for various purposes and contexts; select and develop musical ideas for defined purposes and contexts; evaluate and refine selected musical ideas to create musical work that meets appropriate criteria; & share creative musical work ○ PERFORMING: Select varied musical works to present based on interest, knowledge, technical skill, and context; analyze the structure and context of varied musical works and their implications for performance; develop personal interpretations that consider creators’ intent; evaluate and refine personal and ensemble performances; & perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context ○ RESPONDING: Choose music appropriate for a specific purpose or context; analyze how the structure and context of varied musical works inform the response; support an interpretation and/or evaluation of musical works and performance(s) based on expressive intent, analysis, interpretation, and established criteria ○ CONNECT: Synthesize and relate knowledge and personal experiences to make music, relate musical ideas and works with varied context to deepen understanding 	<p>Practice Records</p> <p>Smart Music</p> <p>Worksheets</p> <p>Observations</p> <p>Formal Tests/Quizzes</p> <p>Performance Tests</p> <p>Concerts</p> <p>Lessons</p> <p>IGSMA Solo & Ensemble Contest</p>

6TH GRADE	<u>CURRICULUM</u> <i>End Product of Learning, “What” You Teach</i>			<u>INSTRUCTION</u> <i>Means to the End Product, “How” You Teach</i>	<u>ASSESSMENT</u> <i>Validation to Revise Curriculum & Instruction</i>
TIME FRAME	STANDARD OR BENCHMARK	CONTENT: What we want students to “KNOW”.	SKILL: What we want students to “DO”.	Varied Teaching/Learning Strategies Resources/Comments	Varied Classroom Assessment Strategies
Year 4 September- June	<p>STATE GOAL 25: Know the language of the arts</p> <p>A. Understand the sensory elements, organizational principles and expressive qualities of the arts</p> <ul style="list-style-type: none"> ○ 25.A.3c Music: Identify and describe changes in elements and expressive qualities (e.g., crescendo, ritardando, fermata, meter, sforzando). <p>B. Understand the similarities, distinctions and connections in and among the arts</p> <ul style="list-style-type: none"> ○ 25.B.3: Compare and contrast the elements and principles in two or more artworks that share similar themes <p>STATE GOAL 26: Through creating & performing, understand how works of art are produced</p> <p>A. Understand processes, traditional tools and modern technologies used in the arts</p> <ul style="list-style-type: none"> ○ 26.A.3d Music: Read and interpret traditional music notation in a varied repertoire. <p>B. Apply skills and knowledge necessary to create and perform in one or more of the arts</p> <ul style="list-style-type: none"> ○ 26.B.3c Music: Sing or play with expression and accuracy a variety of music representing diverse cultures and styles <p>STATE GOAL 27: Understand the role of the arts in civilizations, past and present</p> <p>A. Analyze how the arts function in history, society and everyday life</p> <ul style="list-style-type: none"> ○ 27.A.3a: Identify and describe careers and jobs in and among the arts and how they contribute to the world of work ○ 27.A.3b: Compare and contrast how the arts function in ceremony, technology, politics, communication and entertainment <p>B. Understand how the arts shape and reflect history, society and everyday life</p> <ul style="list-style-type: none"> ○ 27.B.3: Know and describe how artists and their works shape culture and increase understanding of societies, past and present 	<p>Notes - REVIEW:</p> <ul style="list-style-type: none"> ○ G#: 3-4 finger pattern on D string (violin/viola); forward extension (cello); ½ position on G string (bass) - on E string (violin/bass) ○ F#: 3-4 finger pattern on C string (viola); forward extension (cello) ○ B-Flat: low first finger pattern on A string; on G string (½ position bass; on E string (lo4 - violin) ○ F Natural: low first finger pattern on E string (violin); ½ position on E string (bass) ○ E-Flat: Low 4 on A string (violin/viola); low first finger pattern on D string (backward extension - cello; ½ position - bass) <p>Bowings - REVIEW:</p> <ul style="list-style-type: none"> ○ Legato, Slurring 3-4 Notes, Accents ○ Shadow bowing ○ Hooked bowing w/ dotted rhythms <p>Rhythms:</p> <ul style="list-style-type: none"> ○ Mixed Meter ○ Triplets <p>Theory:</p> <ul style="list-style-type: none"> ○ Counting in 2 <ul style="list-style-type: none"> ■ Time Signature: 6/8 ■ Time Signature: Cut Time ○ (Natural) Minor Scales: D/G Minor ○ Natural Harmonic ○ REVIEW: finger patterns/scales/ and arpeggios <p>History:</p> <ul style="list-style-type: none"> ○ Mozart, Mahler, Holst <p>Terms:</p> <ul style="list-style-type: none"> ○ Round ○ Sight-Reading ○ Shifting (for natural harmonic) ○ Shifting (third position) ○ Double Stops ○ Dynamics: <i>pp</i> & <i>ff</i> ○ Crescendo, ritardando, fermata, meter, sforzando ○ D.S. al Fine & Coda 	<ul style="list-style-type: none"> ○ Show improved tone quality and intonation. ○ Demonstrate understanding of note identification via notation, graphic organizer, and verbal cues ○ Demonstrate attention to technical accuracy using lo 1, 3-4 patterns, extensions and ½ positions - developing independent finger movement ○ Compose and improvise melodic ideas and rhythmic passages that reflect characteristics of music or text studied in rehearsal ○ Demonstrate proper bow disbursal for ritardandos and fermatas ○ Demonstrate arm weight changes to produce desired dynamics (<i>pp</i> & <i>ff</i>) as well as crescendo/ decrescendo and sforzando ○ Begin demonstrating tone color through use of bowing styles ○ Identify, count, and perform triplet figures in 6/8 and cut time ○ Demonstrate the basics of 2nd and 3rd position (cello). ○ Begin tuning instruments using fine tuners and a tuner ○ Play a two octave D Major scale in third position (violin) ○ Play a two octave G Major scale in third position (viola) ○ Incorporate the use of elementary vibrato ○ Describe how music helps to shape culture 	<ul style="list-style-type: none"> ○ CREATING: Generate musical ideas for various purposes and contexts; select and develop musical ideas for defined purposes and contexts; evaluate and refine selected musical ideas to create musical work that meets appropriate criteria; & share creative musical work ○ PERFORMING: Select varied musical works to present based on interest, knowledge, technical skill, and context; analyze the structure and context of varied musical works and their implications for performance; develop personal interpretations that consider creators' intent; evaluate and refine personal and ensemble performances; & perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context ○ RESPONDING: Choose music appropriate for a specific purpose or context; analyze how the structure and context of varied musical works inform the response; support an interpretation and/or evaluation of musical works and performance(s) based on expressive intent, analysis, interpretation, and established criteria ○ CONNECT: Synthesize and relate knowledge and personal experiences to make music, relate musical ideas and works with varied context to deepen understanding 	<p>Practice Recordings</p> <p>Smart Music</p> <p>Worksheets</p> <p>Observations</p> <p>Formal Tests/Quizzes</p> <p>Performance Tests</p> <p>Concerts</p> <p>Lessons</p> <p>IGSMA Solo & Ensemble Contest</p>

7TH GRADE	<p align="center"><u>CURRICULUM</u></p> <p align="center"><i>End Product of Learning, “What” You Teach</i></p>			<p align="center"><u>INSTRUCTION</u></p> <p align="center"><i>Means to the End Product, “How” You Teach</i></p>	<p align="center"><u>ASSESSMENT</u></p> <p align="center"><i>Validation to Revise Curriculum & Instruction</i></p>
TIME FRAME	STANDARD OR BENCHMARK	CONTENT: What we want students to “KNOW”.	SKILL: What we want students to “DO”.	Varied Teaching/Learning Strategies Resources/Comments	Varied Classroom Assessment Strategies
Year 5 September- June	<p>STATE GOAL 25: Know the language of the arts</p> <p>A. Understand the sensory elements, organizational principles and expressive qualities of the arts</p> <ul style="list-style-type: none"> ○ 25.A.3c Music: Identify and describe changes in elements and expressive qualities (e.g., crescendo, ritardando, fermata, meter, sforzando). <p>B. Understand the similarities, distinctions and connections in and among the arts</p> <ul style="list-style-type: none"> ○ 25.B.3: Compare and contrast the elements and principles in two or more artworks that share similar themes <p>STATE GOAL 26: Through creating & performing, understand how works of art are produced</p> <p>A. Understand processes, traditional tools and modern technologies used in the arts</p> <ul style="list-style-type: none"> ○ 26.A.3d Music: Read and interpret traditional music notation in a varied repertoire. <p>B. Apply skills and knowledge necessary to create and perform in one or more of the arts</p> <ul style="list-style-type: none"> ○ 26.B.3c Music: Sing or play with expression and accuracy a variety of music representing diverse cultures and styles <p>STATE GOAL 27: Understand the role of the arts in civilizations, past and present</p> <p>A. Analyze how the arts function in history, society and everyday life</p> <ul style="list-style-type: none"> ○ 27.A.3a: Identify and describe careers and jobs in and among the arts and how they contribute to the world of work ○ 27.A.3b: Compare and contrast how the arts function in ceremony, technology, politics, communication and entertainment <p>B. Understand how the arts shape and reflect history, society and everyday life</p> <ul style="list-style-type: none"> ○ 27.B.3: Know and describe how artists and their works shape culture and increase understanding of societies, past and present 	<p>Notes - REVIEW:</p> <ul style="list-style-type: none"> ○ Hi2 vs. Lo2 ○ Lo 1 (backwards extensions-cello) ○ Hi3 / Lo4 (forwards extensions-cello) ○ Enharmonic Equivalents <p>Bowings:</p> <ul style="list-style-type: none"> ○ Hooked bowing w/ syncopated rhythms ○ Tremolo ○ Tenuto ○ Loure (Portato) ○ Brush stroke <p>Rhythms:</p> <ul style="list-style-type: none"> ○ Dotted rhythm studies ○ Sixteenth note studies ○ Syncopation studies ○ 6/8 rhythm studies <p>Theory:</p> <ul style="list-style-type: none"> ○ Counting in 1 <ul style="list-style-type: none"> ■ Time Signature: 3/4 ○ Whole vs. Half Steps in major and minor scales ○ One Octave Chromatic Scale ○ Finding Key Signatures (Sharps) ○ Natural Harmonic ○ Dynamics ○ Musical Form ○ REVIEW: finger patterns/scales/ and arpeggios <p>History:</p> <ul style="list-style-type: none"> ○ Symphony <p>Terms:</p> <ul style="list-style-type: none"> ○ Scale degrees ○ Rallentando, Accelerando ○ Adagio, Maestoso, Espressivo ○ Enharmonic Equivalents ○ Natural Minor vs. Harmonic Minor 	<ul style="list-style-type: none"> ○ Continue to show musical growth through the use of vibrato, more advanced bowing techniques and improved finger action. ○ Demonstrate understanding of note identification between first and third positions ○ Improve ease of shifting technique between positions ○ Improve intonation so tape will be removed from fingerboard. ○ Begin tuning instruments using fine tuners and listening to the piano or other players ○ Demonstrate proper bow disbursal for hooked bowings and tremolo ○ Demonstrate ability to alter or use proper bow action for expressive qualities as notated ○ Identify, count, and perform syncopated rhythms ○ Compose and improvise melodic ideas and rhythmic passages that reflect characteristics of music or text studied in rehearsal ○ Identify and demonstrate correct use of finger patterns on each string while playing these scales: <ul style="list-style-type: none"> ■ D Major (Two Octaves) ■ B Natural/Harmonic Minor (One Octave) ■ G Major (Two Octaves) ■ E Natural/Harmonic Minor (One Octave) ■ C Major (Two Octave) ■ A Natural/Harmonic Minor (One Octave) ■ F Major (One Octave) ■ D Natural/Harmonic Minor (One Octaves) ■ B-Flat Major (One Octave) ■ G Natural/Harmonic Minor (One Octave) 	<ul style="list-style-type: none"> ○ CREATING: Generate musical ideas for various purposes and contexts; select and develop musical ideas for defined purposes and contexts; evaluate and refine selected musical ideas to create musical work that meets appropriate criteria; & share creative musical work ○ PERFORMING: Select varied musical works to present based on interest, knowledge, technical skill, and context; analyze the structure and context of varied musical works and their implications for performance; develop personal interpretations that consider creators’ intent; evaluate and refine personal and ensemble performances; & perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context ○ RESPONDING: Choose music appropriate for a specific purpose or context; analyze how the structure and context of varied musical works inform the response; support an interpretation and/or evaluation of musical works and performance(s) based on expressive intent, analysis, interpretation, and established criteria ○ CONNECT: Synthesize and relate knowledge and personal experiences to make music, relate musical ideas and works with varied context to deepen understanding 	<p>Practice Recordings</p> <p>Smart Music</p> <p>Worksheets</p> <p>Observations</p> <p>Formal Tests/Quizzes</p> <p>Performance Tests</p> <p>Concerts</p> <p>Lessons</p> <p>IGSMA Solo & Ensemble Contest</p>

8TH GRADE	<u>CURRICULUM</u> <i>End Product of Learning, “What” You Teach</i>			<u>INSTRUCTION</u> <i>Means to the End Product, “How” You Teach</i>	<u>ASSESSMENT</u> <i>Validation to Revise Curriculum & Instruction</i>
TIME FRAME	STANDARD OR BENCHMARK	CONTENT: What we want students to “KNOW”.	SKILL: What we want students to “DO”.	Varied Teaching/Learning Strategies Resources/Comments	Varied Classroom Assessment Strategies
Year 6 September- June	<p>STATE GOAL 25: Know the language of the arts</p> <p>A. Understand the sensory elements, organizational principles and expressive qualities of the arts</p> <ul style="list-style-type: none"> ○ 25.A.3c Music: Identify and describe changes in elements and expressive qualities (e.g., crescendo, ritardando, fermata, meter, sforzando). <p>B. Understand the similarities, distinctions and connections in and among the arts</p> <ul style="list-style-type: none"> ○ 25.B.3: Compare and contrast the elements and principles in two or more artworks that share similar themes <p>STATE GOAL 26: Through creating & performing, understand how works of art are produced</p> <p>A. Understand processes, traditional tools and modern technologies used in the arts</p> <ul style="list-style-type: none"> ○ 26.A.3d Music: Read and interpret traditional music notation in a varied repertoire. <p>B. Apply skills and knowledge necessary to create and perform in one or more of the arts</p> <ul style="list-style-type: none"> ○ 26.B.3c Music: Sing or play with expression and accuracy a variety of music representing diverse cultures and styles <p>STATE GOAL 27: Understand the role of the arts in civilizations, past and present</p> <p>A. Analyze how the arts function in history, society and everyday life</p> <ul style="list-style-type: none"> ○ 27.A.3a: Identify and describe careers and jobs in and among the arts and how they contribute to the world of work ○ 27.A.3b: Compare and contrast how the arts function in ceremony, technology, politics, communication and entertainment <p>B. Understand how the arts shape and reflect history, society and everyday life</p> <ul style="list-style-type: none"> ○ 27.B.3: Know and describe how artists and their works shape culture and increase understanding of societies, past and present 	<p>Notes - REVIEW:</p> <ul style="list-style-type: none"> ○ Hi2 vs. Lo2 ○ Lo 1 (backwards extensions-cello) ○ Hi3 / Lo4 (forwards extensions-cello) ○ Enharmonic Equivalents <p>Bowings:</p> <ul style="list-style-type: none"> ○ Spiccato ○ Colle <p>Rhythms:</p> <ul style="list-style-type: none"> ○ Dotted rhythm studies ○ Sixteenth note studies ○ Syncopation studies ○ 6/8 rhythm studies <p>Theory - REVIEW:</p> <ul style="list-style-type: none"> ○ Counting: <ul style="list-style-type: none"> ■ Asymmetrical meter ○ Whole vs. Half Steps / finger patterns in major and minor scales ○ Finding Key Signatures (Flats) ○ Musical Form <p>History:</p> <ul style="list-style-type: none"> ○ Mahler <p>Terms:</p> <ul style="list-style-type: none"> ○ Rallentando ○ Enharmonic Equivalents ○ Melodic Minor vs. Natural & Harmonic Minor 	<ul style="list-style-type: none"> ○ Continue to show musical growth through the use of vibrato, advanced bowing techniques and improved finger action. ○ Demonstrate understanding of note identification between first, third and fifth positions ○ Improve ease of shifting technique between positions ○ Improve intonation by listening for resonations. ○ Begin tuning instruments using pegs and listening to the piano or other players ○ Demonstrate proper bow disbursal for advanced spiccato and colle bowings ○ Identify, count, and perform subdivided ties ○ Compose and improvise melodic ideas and rhythmic passages that reflect characteristics of music or text studied in rehearsal ○ Identify and demonstrate correct use of finger patterns on each string while playing these scales: <ul style="list-style-type: none"> ■ B Natural/Harmonic/Melodic Minor (Two Octaves Violin) ■ E Natural/Harmonic/Melodic Minor (Two Octaves) ■ A Natural/Harmonic Minor (Two Octaves Violin) ■ F Major (Two Octaves) ■ D Natural/Harmonic/Melodic Minor (Two Octaves) ■ B-Flat Major (Two Octaves Violin) ■ G Natural/Harmonic/Melodic Minor (Two Octaves) 	<ul style="list-style-type: none"> ○ CREATING: Generate musical ideas for various purposes and contexts; select and develop musical ideas for defined purposes and contexts; evaluate and refine selected musical ideas to create musical work that meets appropriate criteria; & share creative musical work ○ PERFORMING: Select varied musical works to present based on interest, knowledge, technical skill, and context; analyze the structure and context of varied musical works and their implications for performance; develop personal interpretations that consider creators' intent; evaluate and refine personal and ensemble performances; & perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context ○ RESPONDING: Choose music appropriate for a specific purpose or context; analyze how the structure and context of varied musical works inform the response; support an interpretation and/or evaluation of musical works and performance(s) based on expressive intent, analysis, interpretation, and established criteria ○ CONNECT: Synthesize and relate knowledge and personal experiences to make music, relate musical ideas and works with varied context to deepen understanding 	<p>Practice Recordings</p> <p>Smart Music</p> <p>Worksheets</p> <p>Observations</p> <p>Formal Tests/Quizzes</p> <p>Performance Tests</p> <p>Concerts</p> <p>Lessons</p> <p>IGSMA Solo & Ensemble Contest</p> <p>Orchestra Odyssey</p>