

Concert Etiquette

Essential Questions:

1. When should you arrive at a concert?
2. What is appropriate behavior during the concert?
3. Why is it important to remain for the entire concert?
4. When is it appropriate to applaud?

Content Standards:

- #1- Students will use the performance of music as a means for creative expression and communication.
- #2- Students will communicate their thoughts & ideas through the creation of music.
- #3- Students will read and notate music.
- #4- Students will listen to, analyze, and evaluate music.
- #5- Students will understand music's relationship to society, the other arts, disciplines outside the arts, history, & culture.

Proper Concert Etiquette

(to be placed in all Watertown music programs)

- * Please turn off cell phones & pagers or change to vibrate.
- * Respect the performers during the performance; no talking, cat calls, popping gum, rustling candy wrappers or programs, etc.
- * Please remain for the duration of the concert. It is rude to get up and walk out.
- * Applaud only after a piece is completed.
- * Please wait to leave/enter the facility until there is applause.

Concert Etiquette

1. When entering the concert please use inside voices to be respectful of others around you and performing. When the performance begins please do not talk.
2. Please remember to turn off cell phones and limit noises so that performances don't get distracted.
3. Once the concert begins please remain seated until the concert is over. IT is disrespectful to leave in between numbers unless it is an emergency.
4. Please show your appreciation by applauding after the song is over. Cat calls, whistling, or applauding after singing solos isn't appropriate.

Unit: Kindergarten

Essential Questions:

- 1) How can you show a steady beat?
- 2) What is the difference between fast and slow?
- 3) What is the difference between high and low?
- 4) What is the difference between your singing voice, speaking voice, whisper voice and playground voice?
- 5) Where can you use your singing voice, speaking voice, whisper voice, and playground voice?

Content Standards:

1. Students will use the performance of music as a means for creative expression and communication.

4. Students will listen to, analyze, and evaluate music.

Content Activities:

Circle games
Movement activities
Folk Songs
Nursery Rhymes

South Dakota Music Standards

1. Students will use the performance of music as a means for creative expression and communication.
2. Students will communicate their thoughts and ideas through the creation of music.
3. Students will read and notate music.
4. Students will listen to analyze, and describe music.
5. Students will understand music's relationship to society, the other arts, disciplines outside the arts, history, and culture.

First and Second Grade

Unit

Melody

Essential Questions:

1. Where can you find Do, Mi, Sol, and La on the staff?
2. How will we use Do, Mi, Sol, and La to help learn a new song?
3. How can you show the path of a melody?
4. How do you perform a simple melody on a pitched instrument?

Content Standards

1. Students will use the performance of music as a means for creative expression and communication.
2. Students will communicate their thoughts and ideas through the creation of music.
3. Students will read and notate music
4. Students will listen to analyze, and describe music.

Content/Activities:

Singing games
Orff instrument activities
Program material

Assessment

Observation of rhythm activities using scaled rubric.
Dictation quizzes/paper
Singing songs

Grades 3 and 4

Unit

Melody

Essential Questions

1. How will you perform an eight bar melody on a pitched instrument?
2. How do you sing a song with or using simple solfege patterns?
3. Why would you sight read two bars of music using solfege?

Content Standards

1. Students will use the performance of music as a means for creative expression and communication.
2. Students will communicate their thoughts and ideas through the creation of music.
3. Students will read and notate music.
4. Students will listen to analyze, and describe music.
5. Students will understand music's relationship to society, the other arts, disciplines outside the arts, history, and culture.

Activities

Movement Composition Project
Partner Songs, Rounds, Folk Songs
Dictation
Smart board activities
Jingle Jam
Constant through everyday material either dances, songs, or games.

Assessments

Dictation checks,
Observations
Classroom Performance
Rubric Check
Recorder Playing

Fifth and Sixth

Unit

Melody

Essential Questions

1. When will we use solfege singing when learning a new song?
 2. How do you create a melody from an existing rhythm?
 3. How do you compose a melody using different forms of technology?
 4. How would you describe melodies from different cultures?
2. What is a melody?

Content Standards

1. Students will use the performance of music as a means for creative expression and communication.
2. Students will communicate their thoughts and ideas through the creation of music.
3. Students will read and notate music.
4. Students will listen to analyze, and describe music.
5. Students will understand music's relationship to society, the other arts, disciplines outside the arts, history, and culture.

Activities

Preparing for concert
Listening to multicultural music
Composition project
Garageband/ Finale/Smart Board

Assessments

Solo singing tests
Observations
Classroom Performance
Rubric Checks
Recorder / Instrument Playing

South Dakota Music Standards

1. Students will use the performance of music as a means for creative expression and communication.
2. Students will communicate their thoughts and ideas through the creation of music.
3. Students will read and notate music.
4. Students will listen to analyze, and describe music.
5. Students will understand music's relationship to society, the other arts, disciplines outside the arts, history, and culture.

First and Second Grade

Unit

Dynamics

Essential Questions:

1. What is the difference between loud and soft?
2. What is the difference between loud and soft and high and low?
3. What are the different voices and when should they be used?

Content Standards

1. Students will use the performance of music as a means for creative expression and communication.
4. Students will listen to, analyze, and describe music.

Content/Activities:

Singing games
Orff instrument activities
Program material

Assessment

Classroom observation
Movement activities
Singing songs

Grades 3 and 4

Unit

Dynamics

Essential Questions

1. How would perform the difference between high and low and loud and soft using your voice or an instrument?
2. What are some of the terms associated with dynamics?
3. What do the symbols pp,p,mp,mf,f,ff mean?

Content Standards

1. Students will use the performance of music as a means for creative expression and communication.
3. Students will read and notate music.

Activities

Movement Composition Project
Partner Songs, Rounds, Folk Songs
Dictation
Smart board activities
Constant through everyday material either dances, songs, or games.

Assessments

Classroom observation
Movement activities
Singing songs

Fifth and Sixth

Unit

Dynamics

Essential Questions

1. Why would we use dynamics while singing?
2. What will a crescendo and a diminuendo do to add to music?
3. What are different forms of dynamics and what do they mean?
4. How do you know when to change a dynamic during a song?

Content Standards

1. Students will use the performance of music as a means for creative expression and communication.
2. Students will communicate their thoughts and ideas through the creation of music.
3. Students will read and notate music.
4. Students will listen to analyze, and describe music.

Activities

Preparing for concert
Listening to multicultural music
Composition project
Garageband/ Finale/Smart Board

Assessments

Solo singing tests
Observations
Classroom Performance
Recorder / Instrument Playing

South Dakota Music Standards

1. Students will use the performance of music as a means for creative expression and communication.
2. Students will communicate their thoughts and ideas through the creation of music.
3. Students will read and notate music.
4. Students will listen to analyze, and describe music.
5. Students will understand music's relationship to society, the other arts, disciplines outside the arts, history, and culture.

First and Second Grade

Unit

History and Culture

Essential Questions:

1. How would you define a composer?
2. What kinds of Nursery rhymes and folk songs do you know?
3. What kinds of songs or dances do you know from other parts of the world?

Content Standards

1. Students will use the performance of music as a means for creative expression and communication.
4. Students will listen to analyze, and describe music.
5. Students will understand music's relationship to society, the other arts, disciplines outside the arts, history, and culture.

Content/Activities:

Listening activities from various resource materials
Nursery rhyme road maps
Singing games.
Carnival of the Animals

Assessment

Classroom observation
Movement activities
Singing songs

Grades 3 and 4

Unit

Culture and History

Essential Questions

1. How would you compare songs and instruments from different parts of the world?
2. Who are some of the composers that you know?

Content Standards

1. Students will use the performance of music as a means for creative expression and communication.
4. Students will listen to analyze, and describe music.
5. Students will understand music's relationship to society, the other arts, disciplines outside the arts, history, and culture.

Activities

Partner Songs, Rounds, Folk Songs

Smart board activities

Constant through everyday material either dances, songs, or games.

Listening activities from various resource materials

Assessments

Classroom observation

Movement activities

Singing songs

Fifth and Sixth

Unit

History and Culture

Essential Questions

1. Why is it important about singing in foreign languages?
2. Who are some of the composers that you know?
3. What are some different types of music that you could identify from other cultures?

Content Standards

1. Students will use the performance of music as a means for creative expression and communication.
3. Students will read and notate music.
4. Students will listen to analyze, and describe music.
5. Students will understand music's relationship to society, the other arts, disciplines outside the arts, history, and culture.

Activities

Preparing for concert
Listening to multicultural music
Performing recorder pieces

Assessments

Classroom observation
Movement activities
Singing songs

South Dakota Music Standards

1. Students will use the performance of music as a means for creative expression and communication.
2. Students will communicate their thoughts and ideas through the creation of music.
3. Students will read and notate music.
4. Students will listen to analyze, and describe music.
5. Students will understand music's relationship to society, the other arts, disciplines outside the arts, history, and culture.

First and Second Grade

Unit

Instruments

Essential Questions:

1. How do you take care of classroom instruments?
2. Why is it important to take care of instruments?
3. What are the different families of rhythm instruments?
4. What is the appropriate way to hold a mallet or play a barred instrument ?

Content Standards

1. Students will use the performance of music as a means for creative expression and communication.
2. Students will communicate their thoughts and ideas through the creation of music.
3. Students will read and notate music.
4. Students will listen to analyze, and describe music.
5. Students will understand music's relationship to society, the other arts, disciplines outside the arts, history, and culture.

Content/Activities:

Percussion activities.

Orff instrument activities

Assessment

Classroom observation

Movement activities

Singing songs

Grades 3 and 4

Unit

Instruments

Essential Questions

1. What is the appropriate way to hold a mallet or play a barred instrument?
2. What are the four different ways to play a percussion instrument?
3. What are the four families of instruments?
4. What are the instruments in the family and what are characteristics of the families?
5. Why is it important to take care of instruments and play them appropriately?
6. How do you play and care for your recorder correctly?

Content Standards

1. Students will use the performance of music as a means for creative expression and communication.
2. Students will communicate their thoughts and ideas through the creation of music.
3. Students will read and notate music.
4. Students will listen to analyze, and describe music.
5. Students will understand music's relationship to society, the other arts, disciplines outside the arts, history, and culture.

Activities

Smart board activities

Jingle Jam

Constant through everyday material either dances, songs, or games.

Assessments

Observations

Classroom Performance

Recorder Playing

Fifth and Sixth

Unit

Instruments

Essential Questions

1. What are the various families of instruments and different characteristics?
2. How do you care and play the recorder appropriately?
3. How are instrumental and vocal music related?

Content Standards

1. Students will use the performance of music as a means for creative expression and communication.
2. Students will communicate their thoughts and ideas through the creation of music.
3. Students will read and notate music.
4. Students will listen to analyze, and describe music.
5. Students will understand music's relationship to society, the other arts, disciplines outside the arts, history, and culture.

Activities

Listening to multicultural music
Composition project
Garageband/ Finale/Smart Board

Assessments

Observations
Classroom Performance
Rubric Checks
Recorder / Instrument Playing

South Dakota Music Standards

1. Students will use the performance of music as a means for creative expression and communication.
2. Students will communicate their thoughts and ideas through the creation of music.
3. Students will read and notate music.
4. Students will listen to analyze, and describe music.
5. Students will understand music's relationship to society, the other arts, disciplines outside the arts, history, and culture.

Grades 1 and 2

Unit

Pitch

Essential Questions

- 1) What are the differences between high and low and loud and soft?
- 2) Where do line notes sit on the staff?
- 3) Where do space notes sit on the staff?
- 4) What kind of voice do you use with high and low?

Content Standards

1. Students will use the performance of music as a means for creative expression and communication.
3. Students will read and notate music.

Activities

Singing Games/ with or without hand symbols
Movement activities
Smart board activities/ high/low basketball
Constant through everyday material either songs or games.

Assessments

Observations
Classroom Performance

Third and Fourth

Unit

Pitch

Essential Questions

1. How do you identify pitches moving high and low?
2. What is an appropriate singing voice?

Content Standards

1. Students will use the performance of music as a means for creative expression and communication.
2. Students will read and notate music.
3. Students will listen to analyze, and describe music.

Activities

Echo Singing, rounds, partner songs,
Solo Singing
Smart Board activities where students can see notes and identify high and low.

Assessments

Solo Singing Assessments
Observing

Fifth and Sixth

Unit

Pitch

Essential Questions

1. What is the appropriate voice for singing?
2. What does it mean to sing in unison?
3. What are some differences for a head voice and chest voice?
4. What are some things that you can do to sing in tune?

Content Standards

1. Students will use the performance of music as a means for creative expression and communication.
2. Students will read and notate music.
3. Students will listen to analyze, and describe music.

Activities

Echo Singing, rounds, partner songs,
Solo Singing
Smart Board activities where students can see notes and identify high and low.

Assessments

Solo Singing Assessments
Observing

South Dakota Music Standards

1. Students will use the performance of music as a means for creative expression and communication.
2. Students will communicate their thoughts and ideas through the creation of music.
3. Students will read and notate music.
4. Students will listen to analyze, and describe music.
5. Students will understand music's relationship to society, the other arts, disciplines outside the arts, history, and culture.

First and Second Grade

Unit

Rhythm

Essential Questions:

1. What is the difference between a steady beat and rhythm?
2. How do you find and perform a steady beat?
3. How can you identify and perform ta-ti-ti rhythms in 4/4 meter?
4. What do you need to make up your own rhythm?

Content Standards

1. Students will use the performance of music as a means for creative expression and communication.
2. Students will communicate their thoughts and ideas through the creation of music.
3. Students will read and notate music.
4. Students will listen to analyze, and describe music.

Content/Activities:

Body Movement composition activity.
Dictation
Name game
Marching with instruments
Postmaster

Assessment

Observation of rhythm activities using scaled rubric.
Dictation quizzes/papers

Grades 3 and 4

Unit

Rhythm

Essential Questions

- 1) What is the value of: whole note, half note, dotted half note, quarter note, and eighth notes and the rests?
- 2) How do you perform these notes and rests in a rhythmic pattern?
- 3) How could you use the above notes and rests in the following meters 2/4, 3/4, 4/4

Content Standards

1. Students will use the performance of music as a means for creative expression and communication.
2. Students will communicate their thoughts and ideas through the creation of music.
3. Students will read and notate music.
4. Students will listen to analyze, and describe music.
5. Students will understand music's relationship to society, the other arts, disciplines outside the arts, history, and culture.

Activities

Movement Composition Project
Partner Songs, Rounds, Folk Songs
Dictation
Smart board activities
Jingle Jam
Constant through everyday material either dances, songs, or games.

Assessments

Dictation checks,
Observations
Classroom Performance
Rubric Check
Recorder Playing

Fifth and Sixth

Unit

Rhythm

Essential Questions

1. How will you create a rhythmic composition with various guide lines?
2. How will you transfer a written rhythm to an instrument either pitched or non – pitched?
3. What will you need to identify rhythmic dictation?
4. What will you need to identify and perform the rhythm from various octavos and music?

Content Standards

1. Students will use the performance of music as a means for creative expression and communication.
2. Students will communicate their thoughts and ideas through the creation of music.
3. Students will read and notate music.
4. Students will listen to analyze, and describe music.
5. Students will understand music's relationship to society, the other arts, disciplines outside the arts, history, and culture.

Activities

Rhythmic composition project roughly 8 – 12 measures

I have...who has?

Constant through everyday material either dances, songs, or games.

Assessments

Tests

Dictation checks,

Observations

Classroom Performance

Rubric Check

Recorder Playing

South Dakota Music Standards

1. Students will use the performance of music as a means for creative expression and communication.
2. Students will communicate their thoughts and ideas through the creation of music.
3. Students will read and notate music.
4. Students will listen to analyze, and describe music.
5. Students will understand music's relationship to society, the other arts, disciplines outside the arts, history, and culture.

First and Second Grade

Unit

Technique

Essential Questions:

1. How would you demonstrate good posture?
2. How would you sing so that others can understand you?

Content Standards

1. Students will use the performance of music as a means for creative expression and communication.
3. Students will read and notate music
5. Students will understand music's relationship to society, the other arts, disciplines outside the arts, history, and culture.

Content/Activities:

Singing songs
Program material

Assessment

Classroom observation
Singing songs
Concert

Grades 3 and 4

Unit

Technique

Essential Questions

1. How would you describe good posture?
2. What are some things that you could do to help your singing?

Content Standards

1. Students will use the performance of music as a means for creative expression and communication.
3. Students will read and notate music.
2. Students will listen to analyze, and describe music.
3. Students will understand music's relationship to society, the other arts, disciplines outside the arts, history, and culture.

Activities

Partner Songs, Rounds, Folk Songs

Smart board activities

Constant through everyday material either dances, songs, or games.

Assessments

Observations

Classroom Performance

Singing songs

Program

Fifth and Sixth

Unit

Technique

Essential Questions

1. What are some ways to improve posture, breathing, and sound?
2. What would be an appropriate voice to sing in?
3. While performing where do you get your cues for singing?
4. Why is it important to use good techniques for singing?

Content Standards

1. Students will use the performance of music as a means for creative expression and communication.
3. Students will read and notate music.
4. Students will listen to analyze, and describe music.
5. Students will understand music's relationship to society, the other arts, disciplines outside the arts, history, and culture.

Activities

Preparing for concert
Listening to and performing multicultural music
Composition project
Garageband/ Finale/Smart Board

Assessments

Solo singing tests
Observations
Classroom Performance
Program music

South Dakota Music Standards

1. Students will use the performance of music as a means for creative expression and communication.
2. Students will communicate their thoughts and ideas through the creation of music.
3. Students will read and notate music.
4. Students will listen to analyze, and describe music.
5. Students will understand music's relationship to society, the other arts, disciplines outside the arts, history, and culture.

First and Second Grade

Unit

Tempo

Essential Questions:

1. How do you keep a steady beat?
2. How do you transfer a steady beat to an instrument or body?
3. What is the difference between fast and slow?

Content Standards

1. Students will use the performance of music as a means for creative expression and communication.
4. Students will listen to analyze, and describe music.

Content/Activities:

Singing games
Orff instrument activities
Program material

Assessment

Classroom observation
Movement activities
Singing songs

Grades 3 and 4

Unit

Tempo

Essential Questions

1. Where can you find a tempo change in a piece of music?
2. What are some of the terms associated with tempo?
3. How do you identify tempo by listening to the style of music?
4. How will you perform tempo and tempo changes using instruments or your voice?

Content Standards

1. Students will use the performance of music as a means for creative expression and communication.
3. Students will read and notate music.
4. Students will listen to analyze, and describe music.
5. Students will understand music's relationship to society, the other arts, disciplines outside the arts, history, and culture.

Activities

Movement Composition Project
Partner Songs, Rounds, Folk Songs
Smart board activities
Constant through everyday material either dances, songs, or games.

Assessments

Dictation checks,
Observations
Classroom Performance
Rubric Check
Recorder Playing

Fifth and Sixth

Unit

Tempo

Essential Questions

1. How will you describe different forms of tempo?
2. Why do you think we have different forms of tempo?
3. What are different forms of tempo and what do they mean?
4. How do you identify tempo by listening to the style of music?

Content Standards

1. Students will use the performance of music as a means for creative expression and communication.
3. Students will read and notate music.
4. Students will listen to analyze, and describe music.
5. Students will understand music's relationship to society, the other arts, disciplines outside the arts, history, and culture.

Activities

Preparing for concert
Listening to multicultural music
Composition project
Garageband/ Finale/Smart Board

Assessments

Solo singing tests
Observations
Classroom Performance
Rubric Checks
Recorder / Instrument Playing

5th Grade Band Curriculum

Unit 1: Tone Production

Essential Questions:

1. How would you use the correct embouchure to produce a good tone?
2. How would you use your diaphragm to produce a good tone?
3. What is the correct matched grip on percussion instruments?
4. How do you use proper posture to produce a good tone?

Content Standards:

- #1- Students will use the performance of music as a means for creative expression and communication.
- #4- Students will listen to, analyze, and evaluate music.

Activities/Content:

- Playing whole notes.

Assessment:

Performance

Unit 2: Rhythm

Essential Questions:

1. What are whole notes, half notes, dotted half notes, quarter notes, dotted quarter notes, & eighth notes?
2. What are whole rests, half rests, quarter rests & eighth rests?
3. What are multiple measure rests?
4. What are the time signatures 4/4, 3/4, & 2/4?
5. How do you demonstrate tied notes?
6. How would you demonstrate keeping a steady beat by yourself?
7. How would you follow the director's beat?

Content Standards:

- #1- Students will use the performance of music as a means for creative expression and communication
- #3- Students will read and notate music.
- #4- Students will listen to, analyze, and evaluate music.

Activities/Content:

- Singing rhythms
- Clapping
- Tapping your foot

Assessments:

Performance

Unit 3: Notes

Essential Questions:

1. What are the note names in your clef?
2. What are key signatures?
3. What are accidentals?

Content Standards:

- #1- Students will use the performance of music as a means for creative expression and communication
- #3- Students will read and notate music.
- #4- Students will listen to, analyze, and evaluate music.

Activities/Content

- Board games
- Flash cards
- Worksheets

Assessments:

Quizzes

Unit 4: Articulation

Essential Questions:

1. How would you start the beginning of a note?
2. What are accents?
3. How do you slur two or more notes together?
4. As the brass player, how do you demonstrate the “tu” articulation?
5. As a woodwind player, how do you demonstrate the “du” articulation?

Content Standards:

- #1- Students will use the performance of music as a means for creative expression and communication
- #3- Students will read and notate music.
- #4- Students will listen to, analyze, and evaluate music.

Activities/Content:

- Play a series of notes using various articulation styles

Assessments:

Performance

Unit 5: Dynamics

Essential Questions:

1. What is a crescendo?
2. What is a decrescendo (diminuendo)?
3. What are the symbols for forte & piano?

Content Standards:

- #1- Students will use the performance of music as a means for creative expression and communication
- #3- Students will read and notate music.
- #4- Students will listen to, analyze, and evaluate music.

Activities/Content:

- Flash cards
- Listening activities
- Demonstrate different levels of dynamics

Assessments:

Performance

6th Grade Band Curriculum

Unit 1: Tone Production

Essential Questions:

1. How would you use the correct embouchure to produce a good tone?
2. How would you use your diaphragm to produce a good tone?
3. What is the correct matched grip on percussion instruments?
4. What is the proper posture to produce a good tone?
5. What is a multiple bounce?

Content Standards:

- #1- Students will use the performance of music as a means for creative expression and communication.
- #3- Students will read and notate music.
- #4- Students will listen to, analyze, and evaluate music.

Activities/Content:

- Playing whole notes, half notes, & quarter notes.

Assessment:

Performance

Unit 2: Rhythm

Essential Questions:

1. What are whole notes, half notes, dotted half notes, quarter notes, dotted quarter notes, eighth notes, sixteenth notes, & dotted eighth notes?
2. What are whole rests, half rests, quarter rests, eighth rests & sixteenth rests?
3. What are multiple measure rests?
4. What are the time signatures 4/4, 3/4, 2/4, 6/8, & cut time?
5. How do you demonstrate tied notes?
6. How would you follow the director & keep a steady beat?
7. What are andante & allegro tempos?

Content Standards:

- #1- Students will use the performance of music as a means for creative expression and communication
- #3- Students will read and notate music.
- #4- Students will listen to, analyze, and evaluate music.

Activities/Content:

- Singing rhythms
- Clapping

- Tapping your foot
- Worksheets

Assessments:

Performance

Unit 3: Notes

Essential Questions:

1. What are the note names in your clef?
2. What are the lines & spaces in the opposite clef?
3. What are key signatures?
4. What are accidentals?
5. How would you demonstrate a Bb concert scale?
6. How would you demonstrate part of a chromatic scale?
7. How would you demonstrate enharmonic pitches?

Content Standards:

- #1- Students will use the performance of music as a means for creative expression and communication
- #3- Students will read and notate music.
- #4- Students will listen to, analyze, and evaluate music.

Activities/Content

- Board games
- Flash cards
- Worksheets
- Group playing

Assessments:

Quizzes
Performance

Unit 4: Articulation

Essential Questions:

1. How do you start the beginning of a note?
2. What are accents?
3. How do you slur two or more notes together?
4. As a brass player, how do you demonstrate the “tu” articulation?
5. As a woodwind player, how do you demonstrate the “du” articulation?
6. How would you demonstrate staccato & legato?

Content Standards:

- #1- Students will use the performance of music as a means for creative expression and communication

#3- Students will read and notate music.

#4- Students will listen to, analyze, and evaluate music.

Activities/Content:

- Play a series of notes using various articulation styles

Assessments:

Performance

Unit 5: Dynamics

Essential Questions:

1. What is a crescendo?
2. What is a decrescendo (diminuendo)?
3. What are the symbols for forte & piano?
4. What do mp & mf mean?

Content Standards:

#1- Students will use the performance of music as a means for creative expression and communication

#3- Students will read and notate music.

#4- Students will listen to, analyze, and evaluate music.

Activities/Content:

- Flash cards
- Listening activities
- Demonstrate different levels of dynamics

Assessments:

Performance

Orchestra Curriculum Grade 5

Unit Tone Production

Essential Questions

1. How does bow placement affect the tone of the instrument?
2. How does bow speed affect tone production?
3. Could bow weight affect tone production?

Content Standards

1. Students will use the performance of music as a means for creative expression and communication.
4. Students will listen, analyze, and evaluate music.

Content/Activities

1. Listening to examples of right and wrong tone production.
2. Weekly lessons.

Assessment

1. Concerts
2. Playing tests
3. Contests
4. Weekly Lessons

Orchestra Curriculum Grade 5

Unit Posture

Essential Questions

1. What is the correct posture for holding an instrument while sitting and or standing?
2. What is the correct bow grip and bow placement?

Content Standards

1. Students will use the performance of music as a means for creative expression and communication.

Content/Activities

1. Weekly Lessons
2. Concerts
3. Contests

Assessment

1. Weekly Lessons
2. Concerts
3. Contest
4. Playing Tests

Orchestra Curriculum Grade 5

Unit Hand Positions

Essential Questions

1. What is the correct right hand position for demonstrating proper pizzicato?
2. What is the correct right hand position for demonstrating proper bow grip?
3. What is the correct left hand position for demonstrating proper finger, hand, and arm placement?
4. When is the proper time to use the fourth finger in music?

Content Standards

1. Students will use the performance of music as a means for creative expression and communication.

Content Activities

1. Weekly Lessons
2. Concerts
3. Contests

Assessment

1. Weekly Lessons
2. Concerts
3. Contests
4. Playing Tests

Orchestra Curriculum Grade 5

Unit Bowing

Essential Questions

1. What is the difference between detache and legato?
2. How would you demonstrate a bow lift?
3. How would you divide the bow to achieve different note values?
4. How do you demonstrate playing a slur?

Content Standards

1. Students will use the performance of music as a means for creative expression and communication.

Content/Activities

1. Weekly Lessons
2. Concets
3. Contests

Assessment

5. Weekly Lessons
6. Concerts
7. Contests
8. Playing Tests

Orchestra Curriculum Grade 5

Unit Texture

Essential Questions

1. How do you play a melodic line in unison?
2. When introducing harmony, can you play a duet and or a round?

Content Standards

1. Students will use the performance of music as a means for creative expression and communication.
3. Students will read and notate music.
4. Students will listen to, analyze, and evaluate music.

Content/Activities

1. Weekly Lessons
2. Concerts
3. Contests

Assessment

1. Weekly Lessons
2. Concerts
3. Contests
4. Playing Tests

Orchestra Curriculum Grade 5

Unit Tempo

Essential Question

1. How do you demonstrate the ability to maintain the pace of the music and follow the director?

Content Standards

1. Students will use the expression of music as a means for creative expression and communication.
3. Students will read and notate music
4. Students will listen to, analyze, and evaluate music.

Content/Activities

1. Weekly Lessons
2. Concerts
3. Contests

Assessment

1. Weekly Lessons
2. Concerts
3. Contests
4. Playing Tests

Orchestra Curriculum Grade 5

Unit Intonation

Essentials Questions

1. How do you identify the pitch of open strings?
2. How is the pitch awareness?
3. How do you play a melodic line in tune?

Content Standards

1. Students will use the performance of music as a means for creative expression and communication.
4. Students will listen to, analyze, and evaluate music.

Content/Activities

1. Weekly Lessons
2. Concerts
3. Contests

Assessment

1. Weekly Lessons
2. Concerts
3. Contests
4. Playing Tests

Orchestra Curriculum Grade 5

Unit Rhythm

Essential Questions

1. How do you identify whole notes, half notes, dotted half notes, quarter notes, eighth notes, and their respective rests?
2. How do you identify time signatures, including 2/4, 3/4, and 4/4?
3. How do you identify a tied note?

Content Standards

1. Students will use the expression of music as a means for creative expression and communication.
2. Students will communicate their thoughts and ideas through the creation of music.
3. Students will read and notate music
4. Students will listen to, analyze, and evaluate music.

Content/Activities

1. Weekly Lessons
2. Concerts
3. Contests

Assessment

1. Weekly Lessons
2. Concerts
3. Contests
4. Playing Tests

Orchestra Curriculum Grade 5

Unit Dynamics

Essential Questions

1. What is the difference between forte and piano?
2. How do you demonstrate playing forte and piano on your instrument?

Content Standards

1. Students will use the expression of music as a means for creative expression and communication.
3. Students will read and notate music
4. Students will listen to, analyze, and evaluate music.

Content/Activities

1. Weekly Lessons
2. Concerts
3. Contests

Assessment

1. Weekly Lessons
2. Concerts
3. Contests
4. Playing Tests

Orchestra Curriculum Grade 5

Unit Key Signatures

Essential Questions

1. How do you play in the key of D and G Major?

Content Standards

1. Students will use the expression of music as a means for creative expression and communication.
3. Students will read and notate music
4. Students will listen to, analyze, and evaluate music.

Content/Activities

1. Weekly Lessons
2. Concerts
3. Contests

Assessment

1. Weekly Lessons
2. Concerts
3. Contests
4. Playing Tests

Orchestra Curriculum Grade 5

Unit Form

Essential Questions

1. How do you recognize a melody and a round?
2. How is AB and ABA form different?
3. What is a theme and variation?

Content Standards

1. Students will use the expression of music as a means for creative expression and communication.
3. Students will read and notate music
4. Students will listen to, analyze, and evaluate music.

Content/Activities

1. Weekly Lessons
2. Concerts
3. Contests

Assessment

1. Weekly Lessons
2. Concerts
3. Contests
4. Playing Tests

Orchestra Curriculum Grade 5

Unit Interdisciplinary

Essential Questions

1. How does music relate to other subject areas?

Content Standards

5. Students will understand music's relationship to society, the other arts, disciplines outside the arts, history, and culture.

Content/Activities

1. Weekly Lessons
2. Concerts
3. Contests

Assessment

1. Weekly Lessons
2. Concerts
3. Contests
4. Playing Tests

Orchestra Curriculum Grade 5

Unit Evaluating Music and Music Performances

Essential Questions

1. How do you develop good practice habits?
2. What is good concert etiquette?
3. How do you demonstrate poise and stage presence at and during a performance?

Content Standards

1. Students will use the performance of music as a means for creative expression and communication.
4. Students will listen to, analyze, and evaluate music.
5. Students will understand music's relationship to society, the other arts, disciplines outside the arts, history, and culture.

Content/Activities

1. Weekly Lessons
2. Concerts
3. Contests

Assessment

1. Weekly Lessons
2. Concerts
3. Contests

Orchestra Curriculum Grade 5

Unit Note Reading

Essential Questions

1. How do you read notes on the staff?
2. How do you write notes on the staff?
3. What are the note names?

Content Standards

1. Students will use the expression of music as a means for creative expression and communication.
2. Students will communicate their thoughts and ideas through the creation of music.
3. Students will read and notate music
4. Students will listen to, analyze, and evaluate music.

Content/Activities

1. Weekly Lessons
2. Concerts
3. Contests

Assessment

1. Weekly Lessons
2. Concerts
3. Contests
4. Playing Tests

Orchestra Curriculum Grade 6

Unit Tone Production

Essential Questions

1. How does bow placement affect the tone of the instrument?
2. How does bow speed affect tone production?
3. Could bow weight affect tone production?

Content Standards

1. Students will use the performance of music as a means for creative expression and communication.
2. Students will listen, analyze, and evaluate music.

Content/Activities

1. Listening to examples of right and wrong tone production.
2. Weekly lessons.

Assessment

1. Concerts
2. Playing tests
3. Contests
4. Weekly Lessons

Orchestra Curriculum Grade 6

Unit Posture

Essential Questions

1. What is the correct posture for holding an instrument while sitting and or standing?
2. What is the correct bow grip and bow placement?

Content Standards

1. Students will use the performance of music as a means for creative expression and communication.

Content/Activities

1. Weekly Lessons
2. Concerts
3. Contests

Assessment

1. Weekly Lessons
2. Concerts
3. Contest
4. Playing Tests

Orchestra Curriculum Grade 6

Unit Hand Positions

Essential Questions

1. What is the correct right hand position for demonstrating proper pizzicato?
2. What is the correct right hand position for demonstrating proper bow grip?
3. What is the correct left hand position for demonstrating proper finger, hand, and arm placement?
4. When is the proper time to use the fourth finger in music?

Content Standards

1. Students will use the performance of music as a means for creative expression and communication.

Content Activities

1. Weekly Lessons
2. Concerts
3. Contests

Assessment

1. Weekly Lessons
2. Concerts
3. Contests
4. Playing Tests

Orchestra Curriculum Grade 6

Unit Bowing

Essential Questions

1. What is the difference between *detache* and *legato*?
2. How would you demonstrate a bow lifts, hooked bowing, and *staccato*?
3. How would you divide the bow to achieve different note values?
4. How do you demonstrate playing a slur?

Content Standards

1. Students will use the performance of music as a means for creative expression and communication.

Content/Activities

1. Weekly Lessons
2. Concets
3. Contests

Assessment

1. Weekly Lessons
2. Concerts
3. Contests
4. Playing Tests

Orchestra Curriculum Grade 6

Unit Texture

Essential Questions

1. How do you play a melodic line in unison?
2. When introducing harmony, can you play a duet and or a round?

Content Standards

1. Students will use the performance of music as a means for creative expression and communication.
2. Students will read and notate music.
3. Students will listen to, analyze, and evaluate music.

Content/Activities

1. Weekly Lessons
2. Concerts
3. Contests

Assessment

1. Weekly Lessons
2. Concerts
3. Contests
4. Playing Tests

Orchestra Curriculum Grade 6

Unit Tempo

Essential Question

1. How do you demonstrate the ability to maintain the pace of the music and follow the director?

Content Standards

1. Students will use performance of music as a means for creative expression and communication.
3. Students will read and notate music
4. Students will listen to, analyze, and evaluate music.

Content/Activities

1. Weekly Lessons
2. Concerts
3. Contests

Assessment

1. Weekly Lessons
2. Concerts
3. Contests
4. Playing Tests

Orchestra Curriculum Grade 6

Unit Intonation

Essentials Questions

1. How do you identify the pitch of open strings?
2. How is the pitch awareness?
3. How do you play a melodic line in tune?

Content Standards

1. Students will use the performance of music as a means for creative expression and communication.
4. Students will listen to, analyze, and evaluate music.

Content/Activities

1. Weekly Lessons
2. Concerts
3. Contests

Assessment

1. Weekly Lessons
2. Concerts
3. Contests
4. Playing Tests

Orchestra Curriculum Grade 6

Unit Rhythm

Essential Questions

1. How do you identify whole notes, half notes, dotted half notes, quarter notes, eighth notes, sixteenth notes, dotted quarter notes, and their respective rests?
2. How do you identify time signatures, including 2/4, 3/4, 4/4, and 6/8?
3. How do you identify a tied note?
4. How do you identify syncopated rhythm?

Content Standards

1. Students will use the performance of music as a means for creative expression and communication.
2. Students will communicate their thoughts and ideas through the creation of music.
3. Students will read and notate music
4. Students will listen to, analyze, and evaluate music.

Content/Activities

1. Weekly Lessons
2. Concerts
3. Contests

Assessment

1. Weekly Lessons
2. Concerts
3. Contests
4. Playing Tests

Orchestra Curriculum Grade 6

Unit Dynamics

Essential Questions

1. What is the difference between forte and piano?
2. How do you demonstrate playing forte and piano on your instrument?
3. How do you demonstrate crescendo and decrescendo?

Content Standards

1. Students will use the expression of music as a means for creative expression and communication.
3. Students will read and notate music
4. Students will listen to, analyze, and evaluate music.

Content/Activities

1. Weekly Lessons
2. Concerts
3. Contests

Assessment

1. Weekly Lessons
2. Concerts
3. Contests
4. Playing Tests

Orchestra Curriculum Grade 6

Unit Key Signatures

Essential Questions

1. How do you play in the key of D, G, and C Major?

Content Standards

1. Students will use the performance of music as a means for creative expression and communication.
3. Students will read and notate music
4. Students will listen to, analyze, and evaluate music.

Content/Activities

1. Weekly Lessons
2. Concerts
3. Contests

Assessment

1. Weekly Lessons
2. Concerts
3. Contests
4. Playing Tests

Orchestra Curriculum Grade 6

Unit Form

Essential Questions

1. How do you recognize a melody and a round?
2. How is AB and ABA form different?
3. What is a theme and variation?

Content Standards

1. Students will use the performance of music as a means for creative expression and communication.
3. Students will read and notate music
4. Students will listen to, analyze, and evaluate music.

Content/Activities

1. Weekly Lessons
2. Concerts
3. Contests

Assessment

1. Weekly Lessons
2. Concerts
3. Contests
4. Playing Tests

Orchestra Curriculum Grade 6

Unit Interdisciplinary

Essential Questions

1. How does music relate to other subject areas?

Content Standards

5. Students will understand music's relationship to society, the other arts, disciplines outside the arts, history, and culture.

Content/Activities

1. Weekly Lessons
2. Concerts
3. Contests

Assessment

1. Weekly Lessons
2. Concerts
3. Contests
4. Playing Tests

Orchestra Curriculum Grade 6

Unit Note Reading

Essential Questions

1. How do you read notes on the staff?
2. How do you write notes on the staff?
3. What are the note names?

Content Standards

1. Students will use the performance of music as a means for creative expression and communication.
2. Students will communicate their thoughts and ideas through the creation of music.
3. Students will read and notate music
4. Students will listen to, analyze, and evaluate music.

Content/Activities

1. Weekly Lessons
2. Concerts
3. Contests

Assessment

1. Weekly Lessons
2. Concerts
3. Contests
4. Playing Tests

Orchestra Curriculum Grade 6

Unit Evaluating Music and Music Performances

Essential Questions

1. How do you develop good practice habits?
2. What is good concert etiquette?
3. How do you demonstrate poise and stage presence at and during a performance?

Content Standards

1. Students will use the performance of music as a means for creative expression and communication.
4. Students will listen to, analyze, and evaluate music.
5. Students will understand music's relationship to society, the other arts, disciplines outside the arts, history, and culture.

Content/Activities

1. Weekly Lessons
2. Concerts
3. Contests

Assessment

1. Weekly Lessons
2. Concerts
3. Contests

Orchestra Curriculum Grade 7/8

Unit Tone Production

Essential Questions

1. How does bow placement affect the tone of the instrument?
2. How does bow speed affect tone production?
3. Could bow weight affect tone production?
4. How do you demonstrate good tone on all strings?

Content Standards

1. Students will use the performance of music as a means for creative expression and communication.
4. Students will listen, analyze, and evaluate music.

Content/Activities

1. Listening to examples of right and wrong tone production.
2. Weekly lessons.

Assessment

1. Individual/Group Lessons
2. Concerts
3. Contests
4. Playing Tests
5. Music Theory
6. Orchestra Rehearsals/Class Discussions

Orchestra Curriculum Grade 7/8

Unit Posture

Essential Questions

1. What is the correct posture for holding an instrument while sitting and or standing?
2. What is the correct bow grip and bow placement?

Content Standards

1. Students will use the performance of music as a means for creative expression and communication.

Content/Activities

1. Weekly Lessons
2. Concerts
3. Contests

Assessment

1. Individual/Group Lessons
2. Concerts
3. Contests
4. Playing Tests
5. Music Theory
6. Orchestra Rehearsals/Class Discussions

Orchestra Curriculum Grade 7/8

Unit Hand Positions

Essential Questions

1. What is the correct right hand position for demonstrating proper pizzicato?
2. What is the correct right hand position for demonstrating proper bow grip?
3. What is the correct left hand position for demonstrating proper finger, hand, and arm placement?
4. When is the proper time to use the fourth finger in music?

Content Standards

1. Students will use the performance of music as a means for creative expression and communication.

Content Activities

1. Weekly Lessons
2. Concerts
3. Contests

Assessment

1. Individual/Group Lessons
2. Concerts
3. Contests
4. Playing Tests
5. Music Theory
6. Orchestra Rehearsals/Class Discussions

Orchestra Curriculum Grade 7/8

Unit Bowing

Essential Questions

1. What is the difference between detache and legato?
2. How would you demonstrate bow lifts, hooked bowing, staccato, marcato, spiccato, martele, accents, double stops, trills, tremolo, and rapid string crossing with separate bows?
3. How would you divide the bow to achieve different note values?
4. How do you demonstrate playing a slur?

Content Standards

1. Students will use the performance of music as a means for creative expression and communication.

Content/Activities

1. Weekly Lessons
2. Concets
3. Contests

Assessment

1. Individual/Group Lessons
2. Concerts
3. Contests
4. Playing Tests
5. Music Theory
6. Orchestra Rehearsals/Class Discussions

Orchestra Curriculum Grade 7/8

Unit Texture

Essential Questions

1. How do you play a melodic line in unison?
2. When introducing harmony, can you play a duet and or a round?
3. How do you perform phrases with sensitivity that provide variety and expressive meaning?

Content Standards

1. Students will use the performance of music as a means for creative expression and communication.
3. Students will read and notate music.
4. Students will listen to, analyze, and evaluate music.

Content/Activities

1. Weekly Lessons
2. Concerts
3. Contests

Assessment

1. Individual/Group Lessons
2. Concerts
3. Contests
4. Playing Tests
5. Music Theory
6. Orchestra Rehearsals/Class Discussions

Orchestra Curriculum Grade 7/8

Unit Tempo

Essential Question

1. How do you demonstrate the ability to maintain the pace of the music and follow the director?
2. How do you demonstrate the ability to adjust to the fluctuation paces of the conducted beat?

Content Standards

1. Students will use performance of music as a means for creative expression and communication.
3. Students will read and notate music
4. Students will listen to, analyze, and evaluate music.

Content/Activities

1. Weekly Lessons
2. Concerts
3. Contests

Assessment

1. Individual/Group Lessons
2. Concerts
3. Contests
4. Playing Tests
5. Music Theory
6. Orchestra Rehearsals/Class Discussions

Orchestra Curriculum Grade 7/8

Unit Repertoire

Essential Questions

1. Why do we perform a wide variety of music?

Content Standards

1. Students will use the performance of music as a means for creative expression and communication.
2. Students will communicate their thoughts and ideas through the creation of music.
3. Students will read and notate music.
4. Students will listen to, analyze, and evaluate music.
5. Students will understand music's relationship to society, the other arts, disciplines outside the arts, history, and culture.

Content/Activities

1. Weekly Lessons
2. Concerts
3. Contests

Assessment

1. Individual/Group Lessons
2. Concerts
3. Contests
4. Playing Tests
5. Music Theory
6. Orchestra Rehearsals/Class Discussions

Orchestra Curriculum Grade 7/8

Unit Intonation

Essentials Questions

1. How do you identify the pitch of open strings?
2. How is the pitch awareness?
3. How do you play a melodic line in tune?
4. When learning to tune your own instrument, how do you identify if you are sharp or flat?
5. How do you make adjustments using the fine tuners and pegs?

Content Standards

1. Students will use the performance of music as a means for creative expression and communication.
4. Students will listen to, analyze, and evaluate music.

Content/Activities

1. Weekly Lessons
2. Concerts
3. Contests

Assessment

1. Individual/Group Lessons
2. Concerts
3. Contests
4. Playing Tests
5. Music Theory
6. Orchestra Rehearsals/Class Discussions

Orchestra Curriculum Grade 7/8

Unit Rhythm

Essential Questions

1. How do you identify whole notes, half notes, dotted half notes, quarter notes, eighth notes, sixteenth notes, dotted quarter notes, dotted eighth notes, and their respective rests?
2. How do you identify time signatures, including 2/4, 3/4, 4/4, 6/8, 3/8, and other time signatures found in orchestra literature?
3. How do you identify a tied note?
4. How do you identify syncopated rhythm?
5. How do you play a triplet?
6. What is cut time and mixed meter?

Content Standards

1. Students will use the performance of music as a means for creative expression and communication.
2. Students will communicate their thoughts and ideas through the creation of music.
3. Students will read and notate music
4. Students will listen to, analyze, and evaluate music.

Content/Activities

1. Weekly Lessons
2. Concerts
3. Contests

Assessment

1. Individual/Group Lessons
2. Concerts
3. Contests
4. Playing Tests
5. Music Theory
6. Orchestra Rehearsals/Class Discussions

Orchestra Curriculum Grade 7/8

Unit Dynamics

Essential Questions

1. What is the difference between forte and piano?
2. How do you demonstrate playing forte and piano on your instrument?
3. How do you demonstrate crescendo and decrescendo?

Content Standards

1. Students will use the performance of music as a means for creative expression and communication.
3. Students will read and notate music
4. Students will listen to, analyze, and evaluate music.

Content/Activities

1. Weekly Lessons
2. Concerts
3. Contests

Assessment

1. Individual/Group Lessons
2. Concerts
3. Contests
4. Playing Tests
5. Music Theory
6. Orchestra Rehearsals/Class Discussions

Orchestra Curriculum Grade 7/8

Unit Key Signatures

Essential Questions

1. How do you play in the key of D, G, C, F, Bb, and A Major?

Content Standards

1. Students will use the performance of music as a means for creative expression and communication.
3. Students will read and notate music
4. Students will listen to, analyze, and evaluate music.

Content/Activities

1. Weekly Lessons
2. Concerts
3. Contests

Assessment

1. Individual/Group Lessons
2. Concerts
3. Contests
4. Playing Tests
5. Music Theory
6. Orchestra Rehearsals/Class Discussions

Orchestra Curriculum Grade 7/8

Unit Form

Essential Questions

1. How do you recognize a melody and a round?
2. How is AB and ABA form different?
3. What is a theme and variation?

Content Standards

1. Students will use the performance of music as a means for creative expression and communication.
3. Students will read and notate music
4. Students will listen to, analyze, and evaluate music.

Content/Activities

1. Weekly Lessons
2. Concerts
3. Contests

Assessment

1. Individual/Group Lessons
2. Concerts
3. Contests
4. Playing Tests
5. Music Theory
6. Orchestra Rehearsals/Class Discussions

Orchestra Curriculum Grade 7/8

Unit Interdisciplinary

Essential Questions

1. How does music relate to other subject areas?
2. Who are some well known composers you played this year?

Content Standards

1. Students will understand music's relationship to society, the other arts, disciplines outside the arts, history, and culture.

Content/Activities

1. Weekly Lessons
2. Concerts
3. Contests

Assessment

1. Individual/Group Lessons
2. Concerts
3. Contests
4. Playing Tests
5. Music Theory
6. Orchestra Rehearsals/Class Discussions
7. Self Evaluations of Performances

Orchestra Curriculum Grade 7

Unit Note Reading

Essential Questions

1. How do you read notes on the staff?
2. How do you write notes on the staff?
3. What are the note names?

Content Standards

1. Students will use the performance of music as a means for creative expression and communication.
2. Students will communicate their thoughts and ideas through the creation of music.
3. Students will read and notate music
4. Students will listen to, analyze, and evaluate music.

Content/Activities

1. Weekly Lessons
2. Concerts
3. Contests

Assessment

1. Individual/Group Lessons
2. Concerts
3. Contests
4. Playing Tests
5. Music Theory
6. Orchestra Rehearsals/Class Discussions

Orchestra Curriculum Grade 7/8

Unit Evaluating Music and Music Performances

Essential Questions

1. How do you develop good practice habits?
2. What is good concert etiquette?
3. How do you demonstrate poise and stage presence at and during a performance?

Content Standards

1. Students will use the performance of music as a means for creative expression and communication.
4. Students will listen to, analyze, and evaluate music.
5. Students will understand music's relationship to society, the other arts, disciplines outside the arts, history, and culture.

Content/Activities

1. Weekly Lessons
2. Concerts
3. Contests

Assessment

1. Weekly Lessons
2. Concerts
3. Contests

7th Grade Band Curriculum

Unit 1: Tone Production

Essential Questions:

1. How would you use your embouchure & diaphragm to improve your tone?
2. What is the proper posture to produce a good tone?
3. What is a multiple bounce?
4. What is vibrato?

Content Standards:

- #1- Students will use the performance of music as a means for creative expression and communication.
- #3- Students will read and notate music.
- #4- Students will listen to, analyze, and evaluate music.

Activities/Content:

- Playing whole notes, half notes, & quarter notes.

Assessment:

Performance

Unit 2: Rhythm

Essential Questions:

1. What are whole notes, half notes, dotted half notes, quarter notes, dotted quarter notes, eighth notes, sixteenth notes, & dotted eighth notes?
2. What are whole rests, half rests, quarter rests, eighth rests & sixteenth rests?
3. What are multiple measure rests?
4. What are the time signatures 4/4, 3/4, 2/4, 6/8, 3/8, 12/8 & cut time?
5. How would you follow the director with changing tempos?
6. What are terms for various tempo markings?
7. What are triplets?

Content Standards:

- #1- Students will use the performance of music as a means for creative expression and communication
- #3- Students will read and notate music.
- #4- Students will listen to, analyze, and evaluate music.
- #5- Students will understand music's relationship to society, the other arts, disciplines outside the arts, history, & culture.

Activities/Content:

- Singing rhythms
- Clapping
- Tapping your foot
- Worksheets
- Rhythm drills

Assessments:

Performance

Unit 3: Notes**Essential Questions:**

1. What are the note names in both clefs?
2. What are ledger lines?
3. What are key signatures?
4. What are accidentals?
5. How would you demonstrate the Bb & F concert scale?
6. How would you demonstrate one octave of the chromatic scale?
7. How would you demonstrate enharmonic pitches?
8. How would you demonstrate five rudiments?

Content Standards:

- #1- Students will use the performance of music as a means for creative expression and communication
- #3- Students will read and notate music.
- #4- Students will listen to, analyze, and evaluate music.
- #5- Students will understand music's relationship to society, the other arts, disciplines outside the arts, history, & culture.

Activities/Content

- Worksheets
- Group playing
- Drills

Assessments:

Quizzes
Performance

Unit 4: Articulation**Essential Questions:**

1. What are accents?
2. How do you slur two or more notes together?
3. How would you demonstrate staccato, tenuto & legato?

Content Standards:

- #1- Students will use the performance of music as a means for creative expression and communication
- #3- Students will read and notate music.
- #4- Students will listen to, analyze, and evaluate music.
- #5- Students will understand music's relationship to society, the other arts, disciplines outside the arts, history, & culture.

Activities/Content:

- Play a series of notes using various articulation styles
- Drill

Assessments:

Performance

Unit 5: Dynamics**Essential Questions:**

1. What are the symbols & their definitions in your music?
2. What is instrumentation balance?
3. What is phrasing in music?

Content Standards:

- #1- Students will use the performance of music as a means for creative expression and communication
- #3- Students will read and notate music.
- #4- Students will listen to, analyze, and evaluate music.
- #5- Students will understand music's relationship to society, the other arts, disciplines outside the arts, history, & culture.

Activities/Content:

- Listening activities
- Demonstrate different levels of dynamics
- Worksheets

Assessments:

Performance
Quizzes

8th Grade Band Curriculum

Unit 1: Tone Production

Essential Questions:

1. How would you use your embouchure & diaphragm to improve your tone?
2. What is the proper posture to produce a good tone?
3. What is a multiple bounce?
4. What is vibrato?
5. What is intonation?
6. What is proper balance between instrumental sections?

Content Standards:

- #1- Students will use the performance of music as a means for creative expression and communication.
- #3- Students will read and notate music.
- #4- Students will listen to, analyze, and evaluate music.
- #5- Students will understand music's relationship to society, the other arts, disciplines outside the arts, history, & culture.

Activities/Content:

- Playing whole notes, half notes, & quarter notes.

Assessment:

Performance

Unit 2: Rhythm

Essential Questions:

1. What are whole notes, half notes, dotted half notes, quarter notes, dotted quarter notes, eighth notes, sixteenth notes, & dotted eighth notes?
2. What are whole rests, half rests, quarter rests, eighth rests & sixteenth rests?
3. What are multiple measure rests?
4. What are the time signatures 4/4, 3/4, 2/4, 6/8, 3/8, 12/8 & cut time?
5. How would you follow the director with changing tempos?
6. What are terms for various tempo markings?
7. What are triplets?
8. How would you demonstrate recognition of simple rhythm patterns for enhanced sight reading ability?

Content Standards:

- #1- Students will use the performance of music as a means for creative expression and communication
- #3- Students will read and notate music.
- #4- Students will listen to, analyze, and evaluate music.
- #5- Students will understand music's relationship to society, the other arts, disciplines outside the arts, history, & culture.

Activities/Content:

- Singing rhythms
- Clapping
- Tapping your foot
- Worksheets
- Rhythm drills

Assessments:

Performance

Unit 3: Notes

Essential Questions:

1. What are the note names in both clefs?
2. What are ledger lines?
3. What are key signatures?
4. What are accidentals?
5. How would you demonstrate the Bb & F concert scale?
6. How would you demonstrate two octaves of the chromatic scale?
7. How would you demonstrate enharmonic pitches?
8. How would you demonstrate thirteen rudiments?

Content Standards:

- #1- Students will use the performance of music as a means for creative expression and communication
- #3- Students will read and notate music.
- #4- Students will listen to, analyze, and evaluate music.
- #5- Students will understand music's relationship to society, the other arts, disciplines outside the arts, history, & culture.

Activities/Content

- Worksheets
- Group playing
- Drills

Assessments:

Quizzes
Performance

Unit 4: Articulation

Essential Questions:

1. What are accents?
2. How do you slur two or more notes together?
3. How would you demonstrate staccato, tenuto & legato?

Content Standards:

- #1- Students will use the performance of music as a means for creative expression and communication
- #3- Students will read and notate music.
- #4- Students will listen to, analyze, and evaluate music.
- #5- Students will understand music's relationship to society, the other arts, disciplines outside the arts, history, & culture.

Activities/Content:

- Play a series of notes using various articulation styles
- Drill

Assessments:

Performance

Unit 5: Dynamics

Essential Questions:

1. What are the symbols & their definitions in your music?
2. What is instrumentation balance?
3. What is phrasing in music?

Content Standards:

- #1- Students will use the performance of music as a means for creative expression and communication
- #3- Students will read and notate music.
- #4- Students will listen to, analyze, and evaluate music.
- #5- Students will understand music's relationship to society, the other arts, disciplines outside the arts, history, & culture.

Activities/Content:

- Listening activities
- Demonstrate different levels of dynamics
- Worksheets

Assessments:

Performance

Quizzes

Vocal Music Curriculum

Grade 7

Chorus meets every other day for the entire school year. The following units are taught and practiced simultaneously throughout the school year.

Unit 1: Intonation

Essential questions:

1. Why is intonation important?
2. How does posture affect intonation?
3. How does breath support affect intonation?
4. How do you match a pitch?
5. How does the shape of your mouth, when singing vowels, affect pitch?

Content standard:

1. *Students will use the performance of music as a means for creative expression and communication.*
4. *Students will listen to, analyze, and evaluate music.*

Content/Practice:

Through vocal warm-ups and rehearsals, the above concepts will be drilled using selected performance literature and a variety of exercises designed to develop listening skills.

Assessment

Assessment will be based on daily participation, consistent effort, posture, attitude towards classmates/instructor, and public performances.

Unit 2: Dynamics

Essential questions:

1. What are the various dynamic levels?
2. What does each one sound like?
3. How can we use dynamic contrast to make the music more interesting and meaningful?
4. What is the difference between decrescendo and crescendo?
5. How does breath support need to change during each dynamic level?

Content standard:

1. *Students will use the performance of music as a means for creative expression and communication.*
4. *Students will listen to, analyze, and evaluate music.*

Content/Practice:

Through vocal warm-ups and rehearsals, the above concepts will be drilled using selected performance literature and a variety of exercises designed to develop these skills.

Assessment

Assessment will be based on daily participation, consistent effort, posture, attitude towards classmates/instructor, and public performances.

Unit 3: Rhythm

Essential questions:

1. Why is rhythmic accuracy important?
2. Why is it important to recognize like and un-like rhythms?
3. How do we interpret and perform rhythms accurately?

Content standard:

1. *Students will use the performance of music as a means for creative expression and communication.*
4. *Students will listen to, analyze, and evaluate music.*

Content/Practice:

Through warm-ups and rehearsals, the above concepts will be drilled using selected performance literature and a variety of exercises designed to develop these skills.

Assessment

Assessment will be based on daily participation, consistent effort, posture, attitude towards classmates/instructor, and public performances.

Unit 4: Balance/Blend

Essential questions:

1. What techniques do we use to unify vowel sounds?
2. Why is it important to listen to the entire group when singing?
3. How does breath support affect blend/balance?

Content standard:

1. *Students will use the performance of music as a means for creative expression and communication.*
4. *Students will listen to, analyze, and evaluate music.*

Content/Practice:

Through warm-ups and rehearsals, the above concepts will be drilled using selected performance literature and a variety of exercises designed to develop these skills.

Assessment

Assessment will be based on daily participation, consistent effort, posture, attitude towards classmates/instructor, and public performances.

Unit 5: Phrasing

Essential questions:

1. What is a phrase and how does it relate to the text?
2. How is phrasing related to dynamic contrast?
3. How are phrases indicated in a piece of music?
4. Why is breath support important to the rise and fall of a phrase?
5. Why is it important to recognize like and un-like phrases?

Content standard:

1. *Students will use the performance of music as a means for creative expression and communication.*
3. *Students will read and notate music.*
4. *Students will listen to, analyze, and evaluate music.*

Content/Practice:

Through warm-ups and rehearsals, the above concepts will be drilled using selected performance literature and a variety of exercises designed to develop these skills.

Assessment

Assessment will be based on daily participation, consistent effort, posture, attitude towards classmates/instructor, and public performances.

Unit 6: Reading Music

Essential questions:

1. Why is it important to be able to read music?
2. What do the music terms and symbols mean?
3. Where is your singing part on the music score?
4. What is solfege?
5. How do we use solfege to recognize and practice singing various intervals?
6. How can we utilize solfege to sight sing and learn music faster?

Content standards:

1. Students will use the performance of music as a means for creative expression and communication.
3. Students will read and notate music.
4. Students will listen to, analyze, and evaluate music.

Content/Practice:

Through warm-ups and rehearsals, the above concepts will be drilled using selected performance literature and a variety of exercises designed to develop these skills.

Assessment:

Assessment will be based on daily participation, consistent effort, posture, attitude towards classmates/instructor, written work, and public performances.

Unit 7: Diction

Essential Questions:

1. What is diction?
2. Why is it important to enunciate your words?
3. What consonants do you want sung very quickly? (s, x, z sounds)
4. What are diphthongs and how do we approach singing them correctly?

Content Standards:

1. *Students will use the performance of music as a means for creative expression and communication.*
4. *Students will listen to, analyze, and evaluate music.*

Content/Practice:

Through warm-ups and rehearsals, the above concepts will be drilled using selected performance literature and a variety of exercises designed to develop these skills.

Assessment:

Assessment will be based on daily participation, consistent effort, posture, attitude towards classmates/instructor, and public performances.

Unit 8: Interpretation/Relationships

Essential questions:

1. Why is it important to follow the director when performing?
2. Why is it important to listen to the entire group when performing?
3. How does music relate to the world around you?
4. Why do we perform music from different time periods?
5. Why do we sing some repertoire in foreign languages?
6. Why is music the universal language of mankind?
7. How is performing music different than listening to music?

Content standard:

1. *Students will use the performance of music as a means for creative expression and communication.*
4. *Students will listen to, analyze, and evaluate music.*
5. *Students will understand music's relationship to society, the other arts, disciplines outside the arts, history, and culture.*

Content/Practice:

Through warm-ups and rehearsals, the above concepts will be drilled using selected performance literature and a variety of exercises designed to develop these skills.

Assessment:

Assessment will be based on daily participation, consistent effort, posture, attitude towards classmates/instructor, and public performances.

Unit 9: Performance

Essential questions:

1. Why do we perform?
2. How does your body language affect your musical performance?
3. How do you feel after a successful performance? (enjoyment, pride, group spirit, improved self-image)
4. How do you support and encourage the musical life of the school and community?

Content standard:

1. *Students will use the performance of music as a means for creative expression and communication.*
4. *Students will listen to, analyze, and evaluate music.*
5. *Students will understand music's relationship to society, the other arts, disciplines outside the arts, history, and culture.*

Content/Practice:

Through warm-ups and rehearsals, the above concepts will be drilled using selected performance literature and a variety of exercises designed to develop these skills.

Assessment:

Assessment will be based on daily participation, consistent effort, posture, attitude towards classmates/instructor, and public performances.

Unit 10: Vocal Health

Essential questions:

1. What happens physically when you sing?
2. What needs to happen physically to produce a pleasant tone?
3. What is the difference between your singing voice and your speaking voice?
4. How does breath support affect vocal health?
5. What is damaging to the voice?
6. What is beneficial to vocal health?
7. What should be avoided prior to your vocal performance? What things are beneficial?
8. What vocal changes occur during puberty, especially in the male voice?

Content standard:

1. *Students will use the performance of music as a means for creative expression and communication.*
5. *Students will understand music's relationship to society, the other arts, disciplines outside the arts, history, and culture.*

Content/Practice:

Through warm-ups and rehearsals, the above concepts will be drilled using selected performance literature and a variety of exercises designed to develop these skills.

Assessment:

Assessment will be based on daily participation, consistent effort, posture, attitude towards classmates/instructor, and public performances.

Unit 11: Concert Etiquette

Essential Questions.

- 1) When should you arrive at a concert?
- 2) What is appropriate behavior during the concert?
- 3) Why is it important to remain for the entire concert?
- 4) When is it appropriate to applaud?

Content Standards.

- 1) Students will use the performance of music as a means for creative expression and communication.
- 2) Students will communicate their thoughts & ideas through the creation of music.
- 3) Students will read and notate music.
- 4) Students will listen to, analyze, and evaluate music.
- 5) Students will understand music's relationship to society, the other arts, disciplines outside the arts, history, & culture.

Proper Concert Etiquette

(to be placed in all Watertown music programs)

Please turn off cell phones & pagers or change to vibrate.

Respect the performers during the performance; no talking, "cat calls", popping gum, rustling candy wrappers or programs, etc.

Please remain for the duration of the concert. It is distracting to the performers and audience to get up and walk out.

Applaud only after a piece is completed.

Please wait to leave/enter the facility until there is applause.

Vocal Music Curriculum

Grade 8

Chorus meets every other day for the entire school year. The following units are taught and practiced simultaneously throughout the school year.

Unit 1: Intonation

Essential questions:

1. Why is intonation important?
2. How does posture affect intonation?
3. How does breath support affect intonation?
4. How do you match a pitch?
5. How does the shape of your mouth, when singing vowels, affect pitch?

Content standard:

1. *Students will use the performance of music as a means for creative expression and communication.*
4. *Students will listen to, analyze, and evaluate music.*

Content/Practice:

Through vocal warm-ups and rehearsals, the above concepts will be drilled using selected performance literature and a variety of exercises designed to develop listening skills.

Assessment

Assessment will be based on daily participation, consistent effort, posture, attitude towards classmates/instructor, and public performances.

Unit 2: Dynamics

Essential questions:

1. What are the various dynamic levels?
2. What does each one sound like?
3. How can we use dynamic contrast to make the music more interesting and meaningful?
4. What is the difference between decrescendo and crescendo?
5. How does breath support need to change during each dynamic level?

Content standard:

1. *Students will use the performance of music as a means for creative expression and communication.*
4. *Students will listen to, analyze, and evaluate music.*

Content/Practice:

Through vocal warm-ups and rehearsals, the above concepts will be drilled using selected performance literature and a variety of exercises designed to develop these skills.

Assessment

Assessment will be based on daily participation, consistent effort, posture, attitude towards classmates/instructor, and public performances.

Unit 3: Rhythm

Essential questions:

1. Why is rhythmic accuracy important?
2. Why is it important to recognize like and un-like rhythms?
3. How do we interpret and perform rhythms accurately?

Content standard:

1. *Students will use the performance of music as a means for creative expression and communication.*
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Content/Practice:

Through warm-ups and rehearsals, the above concepts will be drilled using selected performance literature and a variety of exercises designed to develop these skills.

Assessment

Assessment will be based on daily participation, consistent effort, posture, attitude towards classmates/instructor, and public performances.

Unit 4: Balance/Blend

Essential questions:

1. What techniques do we use to unify vowel sounds?
2. Why is it important to listen to the entire group when singing?
3. How does breath support affect blend/balance?

Content standard:

1. *Students will use the performance of music as a means for creative expression and communication.*
4. *Students will listen to, analyze, and evaluate music.*

Content/Practice:

Through warm-ups and rehearsals, the above concepts will be drilled using selected performance literature and a variety of exercises designed to develop these skills.

Assessment

Assessment will be based on daily participation, consistent effort, posture, attitude towards classmates/instructor, and public performances.

Unit 5: Phrasing

Essential questions:

1. What is a phrase and how does it relate to the text?
2. How is phrasing related to dynamic contrast?
3. How are phrases indicated in a piece of music?
4. Why is breath support important to the rise and fall of a phrase?
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Content/Practice:

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Assessment will be based on daily participation, consistent effort, posture, attitude towards classmates/instructor, and public performances.

Unit 6: Reading Music

Essential questions:

1. Why is it important to be able to read music?
2. What do the music terms and symbols mean?
3. Where is your singing part on the music score?
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Essential Questions:

1. What is diction?
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3. What consonants do you want sung very quickly? (s, x, z sounds)
4. What are diphthongs and how do we approach singing them correctly?

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Content/Practice:

Through warm-ups and rehearsals, the above concepts will be drilled using selected performance literature and a variety of exercises designed to develop these skills.

Assessment:

Assessment will be based on daily participation, consistent effort, posture, attitude towards classmates/instructor, and public performances.

Unit 8: Interpretation/Relationships

Essential questions:

1. Why is it important to follow the director when performing?
2. Why is it important to listen to the entire group when performing?
3. How does music relate to the world around you?
4. Why do we perform music from different time periods?
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6. Why is music the universal language of mankind?
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1. *Students will use the performance of music as a means for creative expression and communication.*
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5. *Students will understand music's relationship to society, the other arts, disciplines outside the arts, history, and culture.*

Content/Practice:

Through warm-ups and rehearsals, the above concepts will be drilled using selected performance literature and a variety of exercises designed to develop these skills.

Assessment:

Assessment will be based on daily participation, consistent effort, posture, attitude towards classmates/instructor, and public performances.

Unit 9: Performance

Essential questions:

1. Why do we perform?
2. How does your body language affect your musical performance?
3. How do you feel after a successful performance? (enjoyment, pride, group spirit, improved self-image)
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4. *Students will listen to, analyze, and evaluate music.*
5. *Students will understand music's relationship to society, the other arts, disciplines outside the arts, history, and culture.*

Content/Practice:

Through warm-ups and rehearsals, the above concepts will be drilled using selected performance literature and a variety of exercises designed to develop these skills.

Assessment:

Assessment will be based on daily participation, consistent effort, posture, attitude towards classmates/instructor, and public performances.

Unit 10: Vocal Health

Essential questions:

1. What happens physically when you sing?
2. What needs to happen physically to produce a pleasant tone?
3. What is the difference between your singing voice and your speaking voice?
4. How does breath support affect vocal health?
5. What is damaging to the voice?
6. What is beneficial to vocal health?
7. What should be avoided prior to your vocal performance? What things are beneficial?
8. What vocal changes occur during puberty, especially in the male voice?

Content standard:

1. *Students will use the performance of music as a means for creative expression and communication.*
5. *Students will understand music's relationship to society, the other arts, disciplines outside the arts, history, and culture.*

Content/Practice:

Through warm-ups and rehearsals, the above concepts will be drilled using selected performance literature and a variety of exercises designed to develop these skills.

Assessment:

Assessment will be based on daily participation, consistent effort, posture, attitude towards classmates/instructor, and public performances.

Unit 11: Concert Etiquette

Essential Questions.

- 1) When should you arrive at a concert?
- 2) What is appropriate behavior during the concert?
- 3) Why is it important to remain for the entire concert?
- 4) When is it appropriate to applaud?

Content Standards.

- 1) Students will use the performance of music as a means for creative expression and communication.
- 2) Students will communicate their thoughts & ideas through the creation of music.
- 3) Students will read and notate music.
- 4) Students will listen to, analyze, and evaluate music.
- 5) Students will understand music's relationship to society, the other arts, disciplines outside the arts, history, & culture.

Proper Concert Etiquette

(to be placed in all Watertown music programs)

Please turn off cell phones & pagers or change to vibrate.

Respect the performers during the performance; no talking, "cat calls", popping gum, rustling candy wrappers or programs, etc.

Please remain for the duration of the concert. It is distracting to the performers and audience to get up and walk out.

Applaud only after a piece is completed.

Please wait to leave/enter the facility until there is applause.

General Music Curriculum

Grade 7

General music classes meet every other day for a 12 week period.

Unit 1: Basic elements of music.

Essential questions.

- 1) How are rhythm and beat the same/different?
- 2) What is melody?
- 3) What is form?
- 4) What is register and tone color?
- 5) What is harmony?

Content standards.

- 3) Students will read music.
- 4) Students will listen to, analyze, and evaluate music.

Content/Activities.

- * Students will perform the steady beat while listening to music.
- * Students will listen to various pieces of music.

Assessment.

- * Students participation in class will be monitored by the teacher.

Unit 2: Instruments of the Orchestra

Essential questions.

- 1) What are the 4 families/sections of the orchestra?
- 2) What are the main instruments of the string family and what do they have in common?
- 3) What are the instruments of the woodwind family?
(single reeds, double reeds, no reeds)
- 4) What are the main instruments of the brass family?
- 5) What are the instruments found in the percussion family?
(melodious, non-melodious)

Content standards.

- 4) Students will listen to, analyze, and evaluate music.
- 5) Students will understand music's relationship to society, the other arts, disciplines outside the arts, history, and culture.

Content/Activities

- * Students will see and hear the individual instruments in each family and be able to identify instruments by sight, and some by sound.
- * Students will spend 2 to 3 days in the computer lab using the Sibelius Instrument software.
- * Students will build an instrument, either known or unknown and present their project to the class, stating how they made it, the materials they used, how long it took them to make, what family it belongs in, and demonstrate it's musical quality.

Assessment.

- * Students will take 2 tests over the material.
- * Students will be graded on their instrument project.

Unit 3: History of Rock Music

Essential Questions.

- 1) When did Rock 'n Roll start?
- 2) What was the music like throughout the decades leading up to the present?
- 3) Who were some of the artists/groups that influenced rock?

Content standards.

- 4) Students will listen to, analyze, and evaluate music.
- 5) Students will understand music's relationship to society, the other arts, disciplines outside the arts, history, and culture.

Content/Activities

- * Students will interview someone between the ages of 35 and 65 about the type of music they listened to when they were a teen. (ie. parent) Based on their interview, students will write a one page essay using complete sentences and proper punctuation.
- * Students will learn about and listen to examples of rock music.
- * Students will be asked to bring in either a record or CD to share with the class. Students will share information about the performer(s).

Assessment.

- * Students are graded on their interview paper.
- * Students will take a test over the materials and notes covered in class.

Unit 4: Concert Etiquette

Essential Questions.

- 1) When should you arrive at a concert?
- 2) What is appropriate behavior during the concert?
- 3) Why is it important to remain for the entire concert?
- 4) When is it appropriate to applaud?

Content Standards.

- 1) Students will use the performance of music as a means for creative expression and communication.
- 2) Students will communicate their thoughts & ideas through the creation of music.
- 3) Students will read and notate music.
- 4) Students will listen to, analyze, and evaluate music.
- 5) Students will understand music's relationship to society, the other arts, disciplines outside the arts, history, & culture.

Proper Concert Etiquette

(to be placed in all Watertown music programs)

Please turn off cell phones & pagers or change to vibrate.

Respect the performers during the performance; no talking, "cat calls", popping gum, rustling candy wrappers or programs, etc.

Please remain for the duration of the concert. It is distracting to the performers and the audience to get up and walk out.

Applaud only after a piece is completed.

Please wait to leave/enter the facility until there is applause.

BONUS UNIT (if time allows)

American Popular Music from 1900 to the present.

(ragtime, jazz, big band, swing, country, bluegrass, early folk)

Essential questions.

- 1) What do the styles listed above sound like?
- 2) Who were some of the artists/groups?

Content standards.

- 4) Students will listen to, analyze, and evaluate music.
- 5) Students will understand music's relationship to society, the other arts, disciplines outside the arts, history, and culture.

Content/Activities.

- * Students will learn about and listen to the various styles of music listed above.
 - * Students will be asked to bring in either a record or CD to share with the class.
- Students will share information about the performer(s).
- * Students will be monitored by the teacher for attention/participation.

Assessment.

- * Students will be monitored by the teacher for attention/participation.
- * Students will take a test over the materials and notes covered in class.

General Music Curriculum

Grade 8

General music classes meet every other day for a trimester.

Unit 1: Keyboard Instruments, (bonus: guitar)
(piano, harpsichord, organ, synthesizer)

Essential Questions.

- 1) How is the sound produced on each of the keyboard instruments?
- 2) What do all keyboard instruments have in common?
- 3) What do each of the keyboards sound like?
- 4) What are the different types of guitars?
- 5) What are some other guitar-like instruments?

Content standards.

- 4) Students will listen to, analyze, and evaluate music.
- 5) Students will understand music's relationship to society, the other arts, disciplines outside the arts, history, and culture.

Content/Activities.

- * Students will learn about and listen to the 4 main keyboard instruments.
- * Students will experience the inside of an acoustic piano.
- * Students will learn about the different guitars and guitar-like instruments.

Assessment.

- * Students will be tested on the material learned in class.

Unit 2: Multi-Cultural Music

Essential questions.

- 1) What affects music and culture?
- 2) What are some instruments found in every culture?
- 3) Why does music sound different in some other cultures?

Content standards.

- 4) Students will listen to, analyze, and evaluate music.
- 5) Students will understand music's relationship to society, the other arts, disciplines outside the arts, history, and culture.

Content/Activities

- * Students will learn about different cultures and listen to examples of music from that culture.
- * Students will see and hear instruments from different cultures.
- * Students will see video material from various countries.

Assessment.

- * Students will be tested on the material learned in class.

Unit 3: Classical Music

Essential questions.

- 1) What was the earliest type of music like?
- 2) What are the 5 music periods?
- 3) Who are some of the great composers?
- 4) How would you explain to someone what classical music is?

Content standards.

- 4) Students will listen to, analyze, and evaluate music.
- 5) Students will understand music's relationship to society, the other arts, disciplines outside the arts, history, and culture.

Content/Activities.

- * Students will brainstorm in small groups, what they know or think they know about classical music.
- * Students will learn about and listen to music from every time period.
- * Students will become aware of the music similarities of the periods and various composers.

Assessment.

- * Students will be tested on the material learned.
- * Students will get back in their original brainstorm groups and record what they know or think they know about classical music.

Unit 4: Musicals

Essential questions.

- 1) What is a musical?
- 2) What is the difference between a musical, opera, oratorio, and a play?
- 3) Name several musicals.

Content standards.

- 4) Students will listen to, analyze, and evaluate music.
- 5) Students will understand music's relationship to society, the other arts, disciplines outside the arts, history, and culture.

Content/Activities

- * Discuss the difference between a live musical on stage, and a musical that has been made into a movie.
- * Watch a musical and discuss scene changes, costumes, pit orchestra, overture, lighting, choreography, etc.

Assessment.

- * Students will be tested on the material discussed in class and the content of the musical.

Unit 5: Concert Etiquette

Essential Questions.

- 1) When should you arrive at a concert?
- 2) What is appropriate behavior during the concert?
- 3) Why is it important to remain for the entire concert?
- 4) When is it appropriate to applaud?

Content Standards.

- 1) Students will use the performance of music as a means for creative expression and communication.
- 2) Students will communicate their thoughts & ideas through the creation of music.
- 3) Students will read and notate music.
- 4) Students will listen to, analyze, and evaluate music.
- 5) Students will understand music's relationship to society, the other arts, disciplines outside the arts, history, & culture.

Proper Concert Etiquette

(to be placed in all Watertown music programs)

Please turn off cell phones & pagers or change to vibrate.

Respect the performers during the performance; no talking, "cat calls", popping gum, rustling candy wrappers or programs, etc.

Please remain for the duration of the concert. It is distracting to the performers and the audience to get up and walk out.

Applaud only after a piece is completed.

Please wait to leave/enter the facility until there is applause.

BONUS UNIT (If time allows) Purchasing a good sound system

Essential questions.

- 1) How should you prepare to purchase a sound system?
- 2) Where should you go to find a quality sound system?
- 3) What can you do to research your purchase?

Content standards.

- 5) Students will understand music's relationship to society, the other arts, disciplines outside the arts, history, and culture.

Content/Activities.

- * Discuss different components to a sound system.
- * Give students a certain amount of "money" and have them research and "purchase" a sound system.

Assessment.

- * Test the students on the material covered in class.

Music Curriculum

Freshman Choir Grade 9

NOTE: The following units are taught and practiced simultaneously throughout the school year.

Unit 1: Intonation

Essential questions:

1. What techniques do we use to sing a melody in tune?
2. What are intervals and what does each one sound like?
3. How does the shape of your mouth when singing vowels affect intonation?
4. Why is intonation important?
5. How can we develop the listening skills necessary to sing individually and with others in unison, two, three, and four parts with and without accompaniment?
6. How does posture affect intonation?
7. How does breath support affect intonation?

Content standard:

1. *Students will use the performance of music as a means for creative expression and communication.*
4. *Students will listen to, analyze, and evaluate music.*

Content/Practice:

Through warm-up and rehearsal, the above concepts will be drilled using selected performance literature and a variety of exercises designed to develop listening skills.

Assessment

Assessment will be based on daily participation, consistent effort, posture, attitude towards classmates/instructor, written work, tests, and quarterly performances.

Freshman Choir

Grade 9

Unit 2: Dynamics

Essential questions:

1. What are the various dynamic levels?
2. What does each one sound like?
3. How can we use dynamic contrast to make the music more interesting and meaningful?
4. What is the difference between decrescendo and crescendo?
5. How does posture affect dynamics?
6. How does breath support need to change during each dynamic level?
7. What terminology is used to indicate dynamic changes?

Content standard:

1. *Students will use the performance of music as a means for creative expression and communication.*
3. *Students will read and notate music.*
4. *Students will listen to, analyze, and evaluate music.*

Content/Practice:

Through warm-up and rehearsal, the above concepts will be drilled using selected performance literature and a variety of exercises designed to develop these skills.

Assessment

Assessment will be based on daily participation, consistent effort, posture, attitude towards classmates/instructor, written work, tests, and quarterly performances.

Freshman Choir

Grade 9

Unit 3: Rhythm

Essential questions:

1. Why is rhythmic accuracy important?
2. What are the values of the notes in various time signatures?
3. What are the values of the different notes and rests and what do they look like?
4. How do we interpret and perform a rhythm accurately.
5. Why is it important to recognize like and unlike rhythms?

Content standards

1. *Students will use the performance of music as a means for creative expression and communication.*
3. *Students will read and notate music.*
4. *Students will listen to, analyze, and evaluate music.*

Content/Practice:

Through warm-up and rehearsal, the above concepts will be drilled using selected performance literature and a variety of exercises designed to develop these skills.

Assessment

Assessment will be based on daily participation, consistent effort, posture, attitude towards classmates/instructor, written work, tests, and quarterly performances.

Freshman Choir

Grade 9

Unit 4: Balance/Blend

Essential questions:

1. What techniques do we use to unify vowel sounds?
2. What is the difference between dull and bright vowels?
3. Why do you listen so that you can balance and blend your voice with others?
4. What are diphthongs and how do we approach singing them correctly?
5. How does breath support affect blend?
6. Who has the melody?

Content standard:

1. *Students will use the performance of music as a means for creative expression and communication.*
4. *Students will listen to, analyze, and evaluate music.*

Content/Practice:

Through warm-up and rehearsal, the above concepts will be drilled using selected performance literature and a variety of exercises designed to develop these skills.

Assessment

Assessment will be based on daily participation, consistent effort, posture, attitude towards classmates/instructor, written work, tests, and quarterly performances.

Freshman Choir

Grade 9

Unit 5: Phrasing

Essential questions:

1. What is a phrase and how does it relate to the text?
2. Why is breath support important to the rise and fall of a phrase?
3. How does a phrase help give meaning to the text?
4. How is phrasing related to dynamic contrast?
5. How are phrases usually indicated in a piece of music?
6. Why is it important to recognize like and unlike phrases?

Content standard:

1. *Students will use the performance of music as a means for creative expression and communication.*
3. *Students will read and notate music.*
4. *Students will listen to, analyze, and evaluate music.*

Content/Practice:

Through warm-up and rehearsal, the above concepts will be drilled using selected performance literature and a variety of exercises designed to develop these skills.

Assessment

Assessment will be based on daily participation, consistent effort, posture, attitude towards classmates/instructor, written work, tests, and quarterly performances.

Freshman Choir

Grade 9

Unit 6: Reading Music

Essential questions:

1. Why is it important to be able to read music?
2. What is solfege?
3. How do we use solfege to recognize and practice singing various intervals?
4. How can we utilize solfege to help us sight sing and learn music faster?
5. What do the various terms and symbols mean?
6. Where is your part notated on the music score?
7. How are the other parts in the music related to yours?

Content standard:

1. *Students will use the performance of music as a means for creative expression and communication.*
3. *Students will read and notate music.*
4. *Students will listen to, analyze, and evaluate music.*

Content/Practice:

Through warm-up and rehearsal, the above concepts will be drilled using selected performance literature and a variety of exercises designed to develop these skills.

Assessment

Assessment will be based on daily participation, consistent effort, posture, attitude towards classmates/instructor, written work, tests, and quarterly performances.

Freshman Choir

Grade 9

Unit 7: Diction

Essential questions:

1. What is diction?
2. Why is it important to enunciate the words?
3. What consonants do you want sung very quickly? (s, x, z sounds)
4. How do we approach the singing of diphthongs

Content standard:

1. *Students will use the performance of music as a means for creative expression and communication.*
3. *Students will read and notate music.*
4. *Students will listen to, analyze, and evaluate music.*

Content/Practice:

Through warm-up and rehearsal, the above concepts will be drilled using selected performance literature and a variety of exercises designed to develop these skills.

Assessment

Assessment will be based on daily participation, consistent effort, posture, attitude towards classmates/instructor, written work, tests, and quarterly performances.

Freshman Choir Grade 9

Unit 8: Interpretation/Relationships

Essential questions:

1. Why is it important to follow the director?
2. How does music relate to the world around you?
3. Why do we sing texts in foreign languages?
4. What is the meaning of the text?
5. Where does the piece of music come from?
6. When was this piece of music written?
7. Why is music considered to be the universal language?
8. How is performing music different than listening to music?
9. How does one's body language affect a musical performance?

Content standard:

1. *Students will use the performance of music as a means for creative expression and communication.*
3. *Students will read and notate music.*
4. *Students will listen to, analyze, and evaluate music.*
5. *Students will understand music's relationship to society, the other arts, disciplines outside the arts, history, and culture*

Content/Practice:

Through warm-up and rehearsal, the above concepts will be drilled using selected performance literature and a variety of exercises designed to develop these skills.

Assessment

Assessment will be based on daily participation, consistent effort, posture, attitude towards classmates/instructor, written work, tests, and quarterly performances.

Freshman Choir

Grade 9

Unit 9: Performance

Essential questions:

1. Why do we perform?
2. How does your body language affect a musical performance?
3. How do you feel after a successful performance? (enjoyment, pride, group spirit, improved self image)
4. How can we show our appreciation for peer performances?
5. What are ways we show support for the musical life of the school and community?
6. What can we learn from analyzing our own and others performances in writing?

Content standard:

1. *Students will use the performance of music as a means for creative expression and communication.*
4. *Students will listen to, analyze, and evaluate music.*
5. *Students will understand music's relationship to society, the other arts, disciplines outside the arts, history, and culture*

Content/Practice:

Through warm-up and rehearsal, the above concepts will be drilled using selected performance literature and a variety of exercises designed to develop these skills.

Assessment

Assessment will be based on daily participation, consistent effort, posture, attitude towards classmates/instructor, written work, tests, and quarterly performances.

Freshman Choir Grade 9

Unit 10: Vocal Health

Essential questions:

1. What happens physically when you sing?
2. What is the difference between your speaking voice and your singing voice?
3. What needs to happen physically to produce a pleasant tone?
4. How does breath support affect vocal health?
5. What things are damaging to the voice?
6. What things are beneficial for maintaining the health of the voice?
7. What should be avoided prior to singing? What things are beneficial?

Content standard:

1. *Students will use the performance of music as a means for creative expression and communication..*
5. *Students will understand music's relationship to society, the other arts, disciplines outside the arts, history, and culture*

Content/Practice:

Through warm-up and rehearsal, the above concepts will be drilled using selected performance literature and a variety of exercises designed to develop these skills. Several articles and websites will also be utilized.

Assessment

Assessment will be based on daily participation, consistent effort, posture, attitude towards classmates/instructor, written work, tests, and quarterly performances.

Freshman Choir Grade 9

Unit 11: Concert Etiquette

Essential Questions:

1. When should you arrive at a concert?
2. What is appropriate behavior during the concert?
3. Why is it important to remain for the entire concert?
4. When is it appropriate to applaud?

Content Standards:

- #1- Students will use the performance of music as a means for creative expression and communication.
- #5- Students will understand music's relationship to society, the other arts, disciplines outside the arts, history, & culture.

Proper Concert Etiquette

(to be placed in all Watertown music programs)

- Respect the performers during the performance; no talking, "cat calls", popping gum, rustling candy wrappers or programs, etc.
- Please remain for the duration of the concert. It is distracting to the audience and performers to get up and walk out.
- Applaud only when the song is completed.
- Please turn off cell phones & pagers or change to vibrate.
- Please wait to leave/enter the facility until there is applause.

Music Curriculum

Concert Choir Grades 10-12

NOTE: The following units are taught and practiced simultaneously throughout the school year.

Unit 1: Intonation

Essential questions:

1. What techniques do we use to sing a melody in tune?
2. What are intervals and what does each one sound like?
3. How does the shape of your mouth when singing vowels affect intonation?
4. Why is intonation important?
5. How can we develop the listening skills necessary to sing individually and with others in unison, two, three, and four parts with and without accompaniment?
6. How does posture affect intonation?
7. How does breath support affect intonation?

Content standard:

1. *Students will use the performance of music as a means for creative expression and communication.*
4. *Students will listen to, analyze, and evaluate music.*

Content/Practice:

Through warm-up and rehearsal, the above concepts will be drilled using selected performance literature and a variety of exercises designed to develop listening skills.

Assessment

Assessment will be based on daily participation, consistent effort, posture, attitude towards classmates/instructor, written work, tests, and quarterly performances.

Concert Choir

Grades 10-12

Unit 2: Dynamics

Essential questions:

1. What are the various dynamic levels?
2. What does each one sound like?
3. How can we use dynamic contrast to make the music more interesting and meaningful?
4. What is the difference between decrescendo and crescendo?
5. How does posture affect dynamics?
6. How does breath support need to change during each dynamic level?
7. What terminology is used to indicate dynamic changes?

Content standard:

1. *Students will use the performance of music as a means for creative expression and communication.*
3. *Students will read and notate music.*
4. *Students will listen to, analyze, and evaluate music.*

Content/Practice:

Through warm-up and rehearsal, the above concepts will be drilled using selected performance literature and a variety of exercises designed to develop these skills.

Assessment

Assessment will be based on daily participation, consistent effort, posture, attitude towards classmates/instructor, written work, tests, and quarterly performances.

Concert Choir Grades 10-12

Unit 3: Rhythm

Essential questions:

1. Why is rhythmic accuracy important?
2. What are the values of the notes in various time signatures?
3. What are the values of the different notes and rests and what do they look like?
4. How do we interpret and perform a rhythm accurately.
5. Why is it important to recognize like and unlike rhythms?

Content standards

1. *Students will use the performance of music as a means for creative expression and communication.*
3. *Students will read and notate music.*
4. *Students will listen to, analyze, and evaluate music.*

Content/Practice:

Through warm-up and rehearsal, the above concepts will be drilled using selected performance literature and a variety of exercises designed to develop these skills.

Assessment

Assessment will be based on daily participation, consistent effort, posture, attitude towards classmates/instructor, written work, tests, and quarterly performances.

Concert Choir Grades 10-12

Unit 4: Balance/Blend

Essential questions:

1. What techniques do we use to unify vowel sounds?
2. What is the difference between dull and bright vowels?
3. Why do you listen so that you can balance and blend your voice with others?
4. What are diphthongs and how do we approach singing them correctly?
5. How does breath support affect blend?
6. Who has the melody?
7. When is it appropriate to use vibrato?

Content standard:

1. *Students will use the performance of music as a means for creative expression and communication.*
4. *Students will listen to, analyze, and evaluate music.*

Content/Practice:

Through warm-up and rehearsal, the above concepts will be drilled using selected performance literature and a variety of exercises designed to develop these skills.

Assessment

Assessment will be based on daily participation, consistent effort, posture, attitude towards classmates/instructor, written work, tests, and quarterly performances.

Concert Choir Grades 10-12

Unit 5: Phrasing

Essential questions:

1. What is a phrase and how does it relate to the text?
2. Why is breath support important to the rise and fall of a phrase?
3. How does a phrase help give meaning to the text?
4. How is phrasing related to dynamic contrast?
5. How are phrases usually indicated in a piece of music?
6. Why is it important to recognize like and unlike phrases?

Content standard:

1. *Students will use the performance of music as a means for creative expression and communication.*
3. *Students will read and notate music.*
4. *Students will listen to, analyze, and evaluate music.*

Content/Practice:

Through warm-up and rehearsal, the above concepts will be drilled using selected performance literature and a variety of exercises designed to develop these skills.

Assessment

Assessment will be based on daily participation, consistent effort, posture, attitude towards classmates/instructor, written work, tests, and quarterly performances.

Concert Choir Grades 10-12

Unit 6: Reading Music

Essential questions:

1. Why is it important to be able to read music?
2. What is solfege?
3. How do we use solfege to recognize and practice singing various intervals?
4. How can we utilize solfege to help us sight sing and learn music faster?
5. What do the various terms and symbols mean?
6. Where is your part notated on the music score?
7. How are the other parts in the music related to yours?

Content standard:

1. *Students will use the performance of music as a means for creative expression and communication.*
3. *Students will read and notate music.*
4. *Students will listen to, analyze, and evaluate music.*

Content/Practice:

Through warm-up and rehearsal, the above concepts will be drilled using selected performance literature and a variety of exercises designed to develop these skills.

Assessment

Assessment will be based on daily participation, consistent effort, posture, attitude towards classmates/instructor, written work, tests, and quarterly performances.

Concert Choir Grades 10-12

Unit 7: Diction

Essential questions:

1. What is diction?
2. Why is it important to enunciate the words?
3. What consonants do you want sung very quickly? (s, x, z sounds)
4. How do we approach the singing of diphthongs
5. Why are final consonants so important?

Content standard:

1. *Students will use the performance of music as a means for creative expression and communication.*
3. *Students will read and notate music.*
4. *Students will listen to, analyze, and evaluate music.*

Content/Practice:

Through warm-up and rehearsal, the above concepts will be drilled using selected performance literature and a variety of exercises designed to develop these skills.

Assessment

Assessment will be based on daily participation, consistent effort, posture, attitude towards classmates/instructor, written work, tests, and quarterly performances.

Concert Choir Grades 10-12

Unit 8: Interpretation/Relationships

Essential questions:

1. Why is it important to follow the director?
2. How does music relate to the world around you?
3. Why do we sing texts in foreign languages?
4. What is the meaning of the text?
5. Where does the piece of music come from?
6. When was this piece of music written?
7. Why is music considered to be the universal language?
8. How is performing music different than listening to music?
9. How does one's body language affect a musical performance?

Content standard:

1. *Students will use the performance of music as a means for creative expression and communication.*
3. *Students will read and notate music.*
4. *Students will listen to, analyze, and evaluate music.*
5. *Students will understand music's relationship to society, the other arts, disciplines outside the arts, history, and culture*

Content/Practice:

Through warm-up and rehearsal, the above concepts will be drilled using selected performance literature and a variety of exercises designed to develop these skills.

Assessment

Assessment will be based on daily participation, consistent effort, posture, attitude towards classmates/instructor, written work, tests, and quarterly performances.

Concert Choir

Grades 10-12

Unit 9: Performance

Essential questions:

1. Why do we perform?
2. How does your body language affect a musical performance?
3. How do you feel after a successful performance? (enjoyment, pride, group spirit, improved self image)
4. How can we show our appreciation for peer performances?
5. What are ways we show support for the musical life of the school and community?
6. What can we learn from analyzing our own and others performances in writing?

Content standard:

1. *Students will use the performance of music as a means for creative expression and communication.*
4. *Students will listen to, analyze, and evaluate music.*
5. *Students will understand music's relationship to society, the other arts, disciplines outside the arts, history, and culture*

Content/Practice:

Through warm-up and rehearsal, the above concepts will be drilled using selected performance literature and a variety of exercises designed to develop these skills.

Assessment

Assessment will be based on daily participation, consistent effort, posture, attitude towards classmates/instructor, written work, tests, and quarterly performances.

Concert Choir Grades 10-12

Unit 10: Vocal Health

Essential questions:

1. What happens physically when you sing?
2. What is the difference between your speaking voice and your singing voice?
3. What needs to happen physically to produce a pleasant tone?
4. How does breath support affect vocal health?
5. What things are damaging to the voice?
6. What things are beneficial for maintaining the health of the voice?
7. What should be avoided prior to singing? What things are beneficial?

Content standard:

1. *Students will use the performance of music as a means for creative expression and communication..*
5. *Students will understand music's relationship to society, the other arts, disciplines outside the arts, history, and culture*

Content/Practice:

Through warm-up and rehearsal, the above concepts will be drilled using selected performance literature and a variety of exercises designed to develop these skills. Several articles and websites will also be utilized.

Assessment

Assessment will be based on daily participation, consistent effort, posture, attitude towards classmates/instructor, written work, tests, and quarterly performances.

Concert Choir Grades 10-12

Unit 11: Concert Etiquette

Essential Questions:

1. When should you arrive at a concert?
2. What is appropriate behavior during the concert?
3. Why is it important to remain for the entire concert?
4. When is it appropriate to applaud?

Content Standards:

- #1- Students will use the performance of music as a means for creative expression and communication.
- #5- Students will understand music's relationship to society, the other arts, disciplines outside the arts, history, & culture.

Proper Concert Etiquette

(to be placed in all Watertown music programs)

- Respect the performers during the performance; no talking, "cat calls", popping gum, rustling candy wrappers or programs, etc.
- Please remain for the duration of the concert. It is distracting to the audience and performers to get up and walk out.
- Applaud only when the song is completed.
- Please turn off cell phones & pagers or change to vibrate.
- Please wait to leave/enter the facility until there is applause.

Music Curriculum

Meistersingers Grades 11-12

NOTE: The following units are taught and practiced simultaneously throughout the school year.

Unit 1: Intonation

Essential questions:

1. What techniques do we use to sing a melody in tune?
2. What are intervals and what does each one sound like?
3. How does the shape of your mouth when singing vowels affect intonation?
4. Why is intonation important?
5. How can we develop the listening skills necessary to sing individually and with others in unison, two, three, and four parts with and without accompaniment?
6. How does posture affect intonation?
7. How does breath support affect intonation?

Content standard:

1. *Students will use the performance of music as a means for creative expression and communication.*
4. *Students will listen to, analyze, and evaluate music.*

Content/Practice:

Through warm-up and rehearsal, the above concepts will be drilled using selected performance literature and a variety of exercises designed to develop listening skills.

Assessment

Assessment will be based on daily participation, consistent effort, posture, attitude towards classmates/instructor, written work, tests, and quarterly performances.

Meistersingers

Grades 11-12

Unit 2: Dynamics

Essential questions:

1. What are the various dynamic levels?
2. What does each one sound like?
3. How can we use dynamic contrast to make the music more interesting and meaningful?
4. What is the difference between decrescendo and crescendo?
5. How does posture affect dynamics?
6. How does breath support need to change during each dynamic level?
7. What terminology is used to indicate dynamic changes?

Content standard:

1. *Students will use the performance of music as a means for creative expression and communication.*
3. *Students will read and notate music.*
4. *Students will listen to, analyze, and evaluate music.*

Content/Practice:

Through warm-up and rehearsal, the above concepts will be drilled using selected performance literature and a variety of exercises designed to develop these skills.

Assessment

Assessment will be based on daily participation, consistent effort, posture, attitude towards classmates/instructor, written work, tests, and quarterly performances.

Meistersingers

Grades 11-12

Unit 3: Rhythm

Essential questions:

1. Why is rhythmic accuracy important?
2. What are the values of the notes in various time signatures?
3. What are the values of the different notes and rests and what do they look like?
4. How do we interpret and perform a rhythm accurately.
5. Why is it important to recognize like and unlike rhythms?
6. How do we approach the accurate interpretation of very difficult rhythms?

Content standards

1. *Students will use the performance of music as a means for creative expression and communication.*
3. *Students will read and notate music.*
4. *Students will listen to, analyze, and evaluate music.*

Content/Practice:

Through warm-up and rehearsal, the above concepts will be drilled using selected performance literature and a variety of exercises designed to develop these skills.

Assessment

Assessment will be based on daily participation, consistent effort, posture, attitude towards classmates/instructor, written work, tests, and quarterly performances.

Meistersingers

Grades 11-12

Unit 4: Balance/Blend

Essential questions:

1. What techniques do we use to unify vowel sounds?
2. What is the difference between dull and bright vowels?
3. Why do you listen so that you can balance and blend your voice with others?
4. What are diphthongs and how do we approach singing them correctly?
5. How does breath support affect blend?
6. Who has the melody?
7. When is it appropriate to use vibrato?
8. How do we approach achieving a mature tone quality?

Content standard:

1. *Students will use the performance of music as a means for creative expression and communication.*
4. *Students will listen to, analyze, and evaluate music.*

Content/Practice:

Through warm-up and rehearsal, the above concepts will be drilled using selected performance literature and a variety of exercises designed to develop these skills.

Assessment

Assessment will be based on daily participation, consistent effort, posture, attitude towards classmates/instructor, written work, tests, and quarterly performances.

Meistersingers

Grades 11-12

Unit 5: Phrasing

Essential questions:

1. What is a phrase and how does it relate to the text?
2. Why is breath support important to the rise and fall of a phrase?
3. How does a phrase help give meaning to the text?
4. How is phrasing related to dynamic contrast?
5. How are phrases usually indicated in a piece of music?
6. Why is it important to recognize like and unlike phrases?

Content standard:

1. *Students will use the performance of music as a means for creative expression and communication.*
3. *Students will read and notate music.*
4. *Students will listen to, analyze, and evaluate music.*

Content/Practice:

Through warm-up and rehearsal, the above concepts will be drilled using selected performance literature and a variety of exercises designed to develop these skills.

Assessment

Assessment will be based on daily participation, consistent effort, posture, attitude towards classmates/instructor, written work, tests, and quarterly performances.

Meistersingers Grades 11-12

Unit 6: Reading Music

Essential questions:

1. Why is it important to be able to read music?
2. What is solfege?
3. How do we use solfege to recognize and practice singing various intervals?
4. How can we utilize solfege to help us sight sing and learn music faster?
5. What do the various terms and symbols mean?
6. Where is your part notated on the music score?
7. How are the other parts in the music related to yours?

Content standard:

1. *Students will use the performance of music as a means for creative expression and communication.*
3. *Students will read and notate music.*
4. *Students will listen to, analyze, and evaluate music.*

Content/Practice:

Through warm-up and rehearsal, the above concepts will be drilled using selected performance literature and a variety of exercises designed to develop these skills.

Assessment

Assessment will be based on daily participation, consistent effort, posture, attitude towards classmates/instructor, written work, tests, and quarterly performances.

Meistersingers

Grades 11-12

Unit 7: Diction

Essential questions:

1. What is diction?
2. Why is it important to enunciate the words?
3. What consonants do you want sung very quickly? (s, x, z sounds)
4. How do we approach the singing of diphthongs
5. Why are final consonants so important?
6. What are the differences in consonant and vowel sounds between various foreign languages?

Content standard:

1. *Students will use the performance of music as a means for creative expression and communication.*
3. *Students will read and notate music.*
4. *Students will listen to, analyze, and evaluate music.*

Content/Practice:

Through warm-up and rehearsal, the above concepts will be drilled using selected performance literature and a variety of exercises designed to develop these skills.

Assessment

Assessment will be based on daily participation, consistent effort, posture, attitude towards classmates/instructor, written work, tests, and quarterly performances.

Meistersingers

Grades 11-12

Unit 8: Interpretation/Relationships

Essential questions:

1. Why is it important to follow the director?
2. How does music relate to the world around you?
3. Why do we sing texts in foreign languages?
4. What is the meaning of the text?
5. Where does the piece of music come from?
6. When was this piece of music written?
7. Why is music considered to be the universal language?
8. How is performing music different than listening to music?
9. How does one's body language affect a musical performance?
10. How does the music relate to other disciplines?

Content standard:

1. *Students will use the performance of music as a means for creative expression and communication.*
3. *Students will read and notate music.*
4. *Students will listen to, analyze, and evaluate music.*
5. *Students will understand music's relationship to society, the other arts, disciplines outside the arts, history, and culture*

Content/Practice:

Through warm-up and rehearsal, the above concepts will be drilled using selected performance literature and a variety of exercises designed to develop these skills.

Assessment

Assessment will be based on daily participation, consistent effort, posture, attitude towards classmates/instructor, written work, tests, and quarterly performances.

Meistersingers

Grades 11-12

Unit 9: Performance

Essential questions:

1. Why do we perform?
2. How does your body language affect a musical performance?
3. How do you feel after a successful performance? (enjoyment, pride, group spirit, improved self image)
4. How can we show our appreciation for peer performances?
5. What are ways we show support for the musical life of the school and community?
6. What can we learn from analyzing our own and others performances in writing?

Content standard:

1. *Students will use the performance of music as a means for creative expression and communication.*
4. *Students will listen to, analyze, and evaluate music.*
5. *Students will understand music's relationship to society, the other arts, disciplines outside the arts, history, and culture*

Content/Practice:

Through warm-up and rehearsal, the above concepts will be drilled using selected performance literature and a variety of exercises designed to develop these skills.

Assessment

Assessment will be based on daily participation, consistent effort, posture, attitude towards classmates/instructor, written work, tests, and quarterly performances.

Meistersingers

Grades 11-12

Unit 10: Vocal Health

Essential questions:

1. What happens physically when you sing?
2. What is the difference between your speaking voice and your singing voice?
3. What needs to happen physically to produce a pleasant tone?
4. How does breath support affect vocal health?
5. What things are damaging to the voice?
6. What things are beneficial for maintaining the health of the voice?
7. What should be avoided prior to singing? What things are beneficial?

Content standard:

1. *Students will use the performance of music as a means for creative expression and communication.*
5. *Students will understand music's relationship to society, the other arts, disciplines outside the arts, history, and culture*

Content/Practice:

Through warm-up and rehearsal, the above concepts will be drilled using selected performance literature and a variety of exercises designed to develop these skills. Several articles and websites will also be utilized.

Assessment

Assessment will be based on daily participation, consistent effort, posture, attitude towards classmates/instructor, written work, tests, and quarterly performances.

Meistersingers

Grades 11-12

Unit 11: Concert Etiquette

Essential Questions:

1. When should you arrive at a concert?
2. What is appropriate behavior during the concert?
3. Why is it important to remain for the entire concert?
4. When is it appropriate to applaud?

Content Standards:

- #1- Students will use the performance of music as a means for creative expression and communication.
- #5- Students will understand music's relationship to society, the other arts, disciplines outside the arts, history, & culture.

Proper Concert Etiquette

(to be placed in all Watertown music programs)

- Respect the performers during the performance; no talking, "cat calls", popping gum, rustling candy wrappers or programs, etc.
- Please remain for the duration of the concert. It is distracting to the audience and performers to get up and walk out.
- Applaud only when the song is completed.
- Please turn off cell phones & pagers or change to vibrate.
- Please wait to leave/enter the facility until there is applause.

Concert Etiquette

Essential Questions:

1. When should you arrive at a concert?
2. What is appropriate behavior during the concert?
3. Why is it important to remain for the entire concert?
4. When is it appropriate to applaud?

Content Standards:

- #1- Students will use the performance of music as a means for creative expression and communication.
- #2- Students will communicate their thoughts & ideas through the creation of music.
- #3- Students will read and notate music.
- #4- Students will listen to, analyze, and evaluate music.
- #5- Students will understand music's relationship to society, the other arts, disciplines outside the arts, history, & culture.

Proper Concert Etiquette

(to be placed in all Watertown music programs)

- Please turn off cell phones & pagers or change to vibrate.
- Respect the performers during the performance; no talking, "cat calls", popping gum, rustling candy wrappers or programs, etc.
- Please remain for the duration of the concert. It is rude to get up and walk out.
- Applaud only after a piece is completed.
- Please wait to leave/enter the facility until there is applause.

Concert Band Curriculum

Unit 1: Tone Production

Essential Questions:

1. How would you use your embouchure & diaphragm to improve your tone?
2. What is the proper posture to produce a good tone?
3. What is vibrato?
4. What is intonation?
5. What is a long stroke roll on snare?
6. What is a single stroke roll on timpani & mallets?
7. What is proper balance between instrumental sections?

Content Standards:

- #1- Students will use the performance of music as a means for creative expression and communication.
- #2- Students will communicate their thoughts & ideas through the creation of music.
- #3- Students will read and notate music.
- #4- Students will listen to, analyze, and evaluate music.
- #5- Students will understand music's relationship to society, the other arts, disciplines outside the arts, history, & culture.

Activities/Content:

- Playing whole notes, half notes, & quarter notes.
- Warm-Ups
- Sectionals

Assessment:

Performance

Unit 2: Rhythm

Essential Questions:

1. What are the time signatures 4/4, 3/4, 2/4, 6/8, 3/8, 12/8 & cut time?
2. How do you change meters within a piece?
3. How would you follow the director with changing tempos?
4. What are terms for various tempo markings?
5. How would you demonstrate recognition of medium difficult rhythm patterns for enhanced sight reading ability?

Content Standards:

- #1- Students will use the performance of music as a means for creative expression and communication.

- #2- Students will communicate their thoughts & ideas through the creation of music.
- #3- Students will read and notate music.
- #4- Students will listen to, analyze, and evaluate music.
- #5- Students will understand music's relationship to society, the other arts, disciplines outside the arts, history, & culture.

Activities/Content:

- Singing rhythms
- Clapping
- Tapping your foot
- Worksheets
- Rhythm drills

Assessments:

Performance

Unit 3: Notes

Essential Questions:

1. What are the note names in both clefs?
2. What are the notes above & below the staff?
3. What are major key signatures?
4. What are accidentals?
5. How would you demonstrate the Bb & F concert scale?
6. How would you demonstrate the complete chromatic scale?
7. How would you demonstrate thirteen rudiments?
8. How do you use a tuner?

Content Standards:

- #1- Students will use the performance of music as a means for creative expression and communication.
- #2- Students will communicate their thoughts & ideas through the creation of music.
- #3- Students will read and notate music.
- #4- Students will listen to, analyze, and evaluate music.
- #5- Students will understand music's relationship to society, the other arts, disciplines outside the arts, history, & culture.

Activities/Content

- Worksheets
- Group playing
- Drills
- Rehearsals

Assessments:

Quizzes
Performance

Unit 4: Articulation**Essential Questions:**

1. How do you recognize & demonstrate various articulation markings?
2. How do you demonstrate double tonguing?

Content Standards:

- #1- Students will use the performance of music as a means for creative expression and communication.
- #2- Students will communicate their thoughts & ideas through the creation of music.
- #3- Students will read and notate music.
- #4- Students will listen to, analyze, and evaluate music.
- #5- Students will understand music's relationship to society, the other arts, disciplines outside the arts, history, & culture.

Activities/Content:

- Play a series of notes using various articulation styles
- Drill

Assessments:

Performance

Unit 5: Dynamics**Essential Questions:**

1. What are the symbols & their definitions in your music?
2. What is instrumentation balance?
3. What is phrasing in music?
4. What are the various forms of music?
5. What are the various styles of music?

Content Standards:

- #1- Students will use the performance of music as a means for creative expression and communication.
- #2- Students will communicate their thoughts & ideas through the creation of music.
- #3- Students will read and notate music.
- #4- Students will listen to, analyze, and evaluate music.
- #5- Students will understand music's relationship to society, the other arts, disciplines outside the arts, history, & culture.

Activities/Content:

- Listening activities
- Demonstrate different levels of dynamics
- Worksheets

Assessments:

Performance
Quizzes

Symphonic Band Curriculum

Unit 1: Tone Production

Essential Questions:

1. How would you use your embouchure & diaphragm to improve your tone?
2. What is the proper posture to produce a good tone?
3. What is vibrato?
4. What is intonation?
5. What is a long stroke roll on snare?
6. What is a single stroke roll on timpani & mallets?
7. What is proper balance between instrumental sections?

Content Standards:

- #1- Students will use the performance of music as a means for creative expression and communication.
- #2- Students will communicate their thoughts & ideas through the creation of music.
- #3- Students will read and notate music.
- #4- Students will listen to, analyze, and evaluate music.
- #5- Students will understand music's relationship to society, the other arts, disciplines outside the arts, history, & culture.

Activities/Content:

- Playing whole notes, half notes, & quarter notes.
- Warm-Ups
- Sectionals

Assessment:

Performance

Unit 2: Rhythm

Essential Questions:

1. What are the time signatures 4/4, 3/4, 2/4, 6/8, 3/8, 12/8 & cut time?
2. How do you change meters within a piece?
3. How would you follow the director with changing tempos?
4. What are terms for various tempo markings?
5. How would you demonstrate recognition of difficult rhythm patterns for enhanced sight reading ability?

Content Standards:

- #1- Students will use the performance of music as a means for creative expression and communication.

- #2- Students will communicate their thoughts & ideas through the creation of music.
- #3- Students will read and notate music.
- #4- Students will listen to, analyze, and evaluate music.
- #5- Students will understand music's relationship to society, the other arts, disciplines outside the arts, history, & culture.

Activities/Content:

- Singing rhythms
- Clapping
- Tapping your foot
- Worksheets
- Rhythm drills

Assessments:

Performance

Unit 3: Notes

Essential Questions:

1. What are the note names in both clefs?
2. What are the notes above & below the staff?
3. What are major key signatures?
4. What are accidentals?
5. How would you demonstrate the Bb, F, & G concert scale?
6. How would you demonstrate the complete chromatic scale?
7. How would you demonstrate thirteen rudiments?
8. How do you use a tuner?
9. How do you tune between thirds & fifths?

Content Standards:

- #1- Students will use the performance of music as a means for creative expression and communication.
- #2- Students will communicate their thoughts & ideas through the creation of music.
- #3- Students will read and notate music.
- #4- Students will listen to, analyze, and evaluate music.
- #5- Students will understand music's relationship to society, the other arts, disciplines outside the arts, history, & culture.

Activities/Content

- Worksheets
- Group playing
- Drills
- Rehearsals

Assessments:

- Quizzes
- Performance

Unit 4: Articulation

Essential Questions:

1. How do you recognize & demonstrate various articulation markings?
2. How do you demonstrate double tonguing?

Content Standards:

- #1- Students will use the performance of music as a means for creative expression and communication.
- #2- Students will communicate their thoughts & ideas through the creation of music.
- #3- Students will read and notate music.
- #4- Students will listen to, analyze, and evaluate music.
- #5- Students will understand music's relationship to society, the other arts, disciplines outside the arts, history, & culture.

Activities/Content:

- Play a series of notes using various articulation styles
- Drill

Assessments:

- Performance

Unit 5: Dynamics

Essential Questions:

1. What are the symbols & their definitions in your music?
2. What is instrumentation balance?
3. What is phrasing in music?
4. What are the various forms of music?
5. What are the various styles of music?

Content Standards:

- #1- Students will use the performance of music as a means for creative expression and communication.
- #2- Students will communicate their thoughts & ideas through the creation of music.
- #3- Students will read and notate music.
- #4- Students will listen to, analyze, and evaluate music.
- #5- Students will understand music's relationship to society, the other arts, disciplines outside the arts, history, & culture.

Activities/Content:

- Listening activities
- Demonstrate different levels of dynamics
- Worksheets

Assessments:

Performance
Quizzes

Orchestra Curriculum Concert Strings

Unit Tone Production

Essential Questions

1. How does bow placement affect the tone of the instrument?
2. How does bow speed affect tone production?
3. How could bow weight affect tone production?
4. How do you demonstrate good tone on all strings?
5. What is essential before starting the use of vibrato?
6. When is the proper time to start using vibrato?

Content Standards

1. Students will use the performance of music as a means for creative expression and communication.
4. Students will listen, analyze, and evaluate music.

Content/Activities

1. Listening to examples of right and wrong tone production.
2. Weekly lessons.
3. Orchestra Rehearsals
4. Concerts

Assessment

1. Individual/Group Lessons
2. Concerts
3. Contests
4. Individual Assessment of students performance of designated orchestral excerpts and scales.
5. Written work on musical terms, theory, and history.
6. Orchestra Participation/Class Discussions
7. Daily Attitude/Attendance
8. Written critique on concerts as an audience participant.

Orchestra Curriculum Concert Strings

Unit Posture

Essential Questions

1. What is the correct posture for holding an instrument while sitting and or standing?
2. What is the correct bow grip and bow placement?

Content Standards

1. Students will use the performance of music as a means for creative expression and communication.

Content/Activities

1. Weekly Lessons
2. Concerts
3. Contests
4. Orchestra Rehearsal

Assessment

1. Individual/Group Lessons
2. Concerts
3. Contests
4. Playing Tests
5. Written work on musical terms, theory, and history.
6. Orchestra Participation/Class Discussions
7. Daily Attitude/Attendance
8. Written critique on concerts as an audience participant.

Orchestra Curriculum Concert Strings

Unit Hand Positions

Essential Questions

1. What is the correct right hand position for demonstrating proper pizzicato?
2. What is the correct right hand position for demonstrating proper bow grip?
3. What is the correct left hand position for demonstrating proper finger, hand, and arm placement?
4. When is the proper time to use the fourth finger in music?
5. When is the proper time to introduce shifting and different finger patterns?

Content Standards

1. Students will use the performance of music as a means for creative expression and communication.

Content Activities

1. Weekly Lessons
2. Concerts
3. Contests
4. Orchestra Rehearsal

Assessment

1. Individual/Group Lessons
2. Concerts
3. Contests
4. Playing Tests
5. Written work on musical terms, theory, and history.
6. Orchestra Participation/Class Discussions
7. Daily Attitude/Attendance
8. Written critique on concerts as an audience participant.

Orchestra Curriculum Concert Strings

Unit Bowing

Essential Questions

1. What is the difference between detache and legato?
2. How would you demonstrate bow lifts, hooked bowing, staccato, marcato, spiccato, martele, accents, double stops, trills, tremolo, and rapid string crossing with separate bows?
3. How would you divide the bow to achieve different note values?
4. How do you demonstrate playing a slur?

Content Standards

1. Students will use the performance of music as a means for creative expression and communication.

Content/Activities

1. Weekly Lessons
2. Concerts
3. Contests
4. Orchestra Rehearsal

Assessment

1. Individual/Group Lessons
2. Concerts
3. Contests
4. Playing Tests
5. Written work on musical terms, theory, and history.
6. Orchestra Participation/Class Discussions
7. Daily Attitude/Attendance
8. Written critique on concerts as an audience participant.

Orchestra Curriculum Concert Strings

Unit Texture

Essential Questions

1. How do you play a melodic line in unison?
2. When introducing harmony, can you play a duet and or a round?
3. How do you perform phrases with sensitivity that provide variety and expressive meaning?
4. What are the instruments involved with full orchestra?
5. How does adding woodwinds, brass, and percussion affect the sound of the orchestra?

Content Standards

1. Students will use the performance of music as a means for creative expression and communication.
3. Students will read and notate music.
4. Students will listen to, analyze, and evaluate music.

Content/Activities

1. Weekly Lessons
2. Concerts
3. Contests
4. Orchestra Rehearsal

Assessment

1. Individual/Group Lessons
2. Concerts
3. Contests
4. Playing Tests
5. Written work on musical terms, theory, and history.
6. Orchestra Participation/Class Discussions
7. Daily Attitude/Attendance
8. Written critique on concerts as an audience participant.

Orchestra Curriculum Concert Strings

Unit Tempo

Essential Question

1. How do you demonstrate the ability to maintain the pace of the music and follow the director?
2. How do you demonstrate the ability to adjust to the fluctuation paces of the conducted beat?

Content Standards

1. Students will use performance of music as a means for creative expression and communication.
3. Students will read and notate music
4. Students will listen to, analyze, and evaluate music.

Content/Activities

1. Weekly Lessons
2. Concerts
3. Contests
4. Orchestra Rehearsal

Assessment

1. Individual/Group Lessons
2. Concerts
3. Contests
4. Playing Tests
5. Written work on musical terms, theory, and history.
6. Orchestra Participation/Class Discussions
7. Daily Attitude/Attendance
8. Written critique on concerts as an audience participant.

Orchestra Curriculum Concert Strings

Unit Tempo

Essential Question

1. How do you demonstrate the ability to maintain the pace of the music and follow the director?
2. How do you demonstrate the ability to adjust to the fluctuation paces of the conducted beat?

Content Standards

1. Students will use performance of music as a means for creative expression and communication.
3. Students will read and notate music
4. Students will listen to, analyze, and evaluate music.

Content/Activities

1. Weekly Lessons
2. Concerts
3. Contests
4. Orchestra Rehearsals

Assessment

1. Individual/Group Lessons
2. Concerts
3. Contests
4. Playing Tests
5. Written work on musical terms, theory, and history.
6. Orchestra Participation/Class Discussions
7. Daily Attitude/Attendance
8. Written critique on concerts as an audience participant

Orchestra Curriculum Concert Strings

Unit Repertoire

Essential Questions

1. Why do we perform a wide variety of music?

Content Standards

1. Students will use the performance of music as a means for creative expression and communication.
2. Students will communicate their thoughts and ideas through the creation of music.
3. Students will read and notate music.
4. Students will listen to, analyze, and evaluate music.
5. Students will understand music's relationship to society, the other arts, disciplines outside the arts, history, and culture.

Content/Activities

1. Weekly Lessons
2. Concerts
3. Contests
4. Orchestra Rehearsals

Assessment

1. Individual/Group Lessons
2. Concerts
3. Contests
4. Playing Tests
5. Written work on musical terms, theory, and history.
6. Orchestra Participation/Class Discussions
7. Daily Attitude/Attendance
8. Written critique on concerts as an audience participant

Orchestra Curriculum Concert Strings

Unit Intonation

Essentials Questions

1. How do you identify the pitch of open strings?
2. How is the pitch awareness?
3. How do you play a melodic line in tune?
4. When learning to tune your own instrument, how do you identify if you are sharp or flat?
5. How do you make adjustments using the fine tuners and pegs?
6. How do you tune using perfect fifths?

Content Standards

1. Students will use the performance of music as a means for creative expression and communication.
4. Students will listen to, analyze, and evaluate music.

Content/Activities

1. Weekly Lessons
2. Concerts
3. Contests
4. Orchestra Rehearsals

Assessment

1. Individual/Group Lessons
2. Concerts
3. Contests
4. Playing Tests
5. Written work on musical terms, theory, and history.
6. Orchestra Participation/Class Discussions
7. Daily Attitude/Attendance
8. Written critique on concerts as an audience participant

Orchestra Curriculum Concert Strings

Unit Rhythm

Essential Questions

1. How do you identify whole notes, half notes, dotted half notes, quarter notes, eighth notes, sixteenth notes, dotted quarter notes, dotted eighth notes, and their respective rests?
2. How do you identify time signatures, including 2/4, 3/4, 4/4, 6/8, 3/8, 9/8, and other time signatures found in orchestra literature?
3. How do you identify a tied note?
4. How do you identify syncopated rhythm?
5. How do you play a triplet?
6. What is cut time and mixed meter?
7. How do you demonstrate conducting patterns of various meters?

Content Standards

1. Students will use the performance of music as a means for creative expression and communication.
2. Students will communicate their thoughts and ideas through the creation of music.
3. Students will read and notate music
4. Students will listen to, analyze, and evaluate music.

Content/Activities

1. Weekly Lessons
2. Concerts
3. Contests
4. Orchestra Rehearsals

Assessment

1. Individual/Group Lessons
2. Concerts
3. Contests
4. Playing Tests
5. Written work on musical terms, theory, and history.
6. Orchestra Participation/Class Discussions
7. Daily Attitude/Attendance
8. Written critique on concerts as an audience participant

Orchestra Curriculum Concert Strings

Unit Dynamics

Essential Questions

1. What is the difference between forte and piano?
2. How do you demonstrate playing forte and piano on your instrument?
3. How do you demonstrate crescendo and decrescendo?

Content Standards

1. Students will use the performance of music as a means for creative expression and communication.
3. Students will read and notate music
4. Students will listen to, analyze, and evaluate music.

Content/Activities

1. Weekly Lessons
2. Concerts
3. Contests
4. Orchestra Rehearsal

***Assessment**

1. Individual/Group Lessons
2. Concerts
3. Contests
4. Playing Tests
5. Written work on musical terms, theory, and history.
6. Orchestra Participation/Class Discussions
7. Daily Attitude/Attendance
8. Written critique on concerts as an audience participant

Orchestra Curriculum Concert Strings

Unit Key Signatures

Essential Questions

1. How do you play in the key of D, G, C, F, Bb, and A Major?
2. What is the difference between playing in major key and a minor key?

Content Standards

1. Students will use the performance of music as a means for creative expression and communication.
3. Students will read and notate music
4. Students will listen to, analyze, and evaluate music.

Content/Activities

1. Weekly Lessons
2. Concerts
3. Contests
4. Orchestra Rehearsal

Assessment

1. Individual/Group Lessons
2. Concerts
3. Contests
4. Playing Tests
5. Written work on musical terms, theory, and history.
6. Orchestra Participation/Class Discussions
7. Daily Attitude/Attendance
8. Written critique on concerts as an audience participant

Orchestra Curriculum Concert Strings

Unit Form

Essential Questions

1. How do you recognize a melody and a round?
2. How is AB and ABA form different?
3. What is a theme and variation?
4. How do you differentiate the many forms of music such as; concerto, overture, fugue, symphony, march, chorale, and others, as playing in orchestra this year?

Content Standards

1. Students will use the performance of music as a means for creative expression and communication.
3. Students will read and notate music
4. Students will listen to, analyze, and evaluate music.

Content/Activities

1. Weekly Lessons
2. Concerts
3. Contests
4. Orchestra Rehearsal

Assessment

1. Individual/Group Lessons
2. Concerts
3. Contests
4. Playing Tests
5. Written work on musical terms, theory, and history.
6. Orchestra Participation/Class Discussions
7. Daily Attitude/Attendance
8. Written critique on concerts as an audience participant

Orchestra Curriculum Concert Strings

Unit Interdisciplinary

Essential Questions

1. How does music relate to other subject areas?
2. Who are some well known composers you played this year?
3. What the stylistic characteristics of Baroque, Classical, Romantic, 20th Century music?

Content Standards

1. Students will understand music's relationship to society, the other arts, disciplines outside the arts, history, and culture.

Content/Activities

1. Weekly Lessons
2. Concerts
3. Contests
4. Orchestra Rehearsal

Assessment

1. Individual/Group Lessons
2. Concerts
3. Contests
4. Playing Tests
5. Written work on musical terms, theory, and history.
6. Orchestra Participation/Class Discussions
7. Daily Attitude/Attendance
8. Written critique on concerts as an audience participant

Orchestra Curriculum Concert Strings

Unit Note Reading

Essential Questions

1. How do you read notes on the staff?
2. How do you write notes on the staff?
3. What are the note names?

Content Standards

1. Students will use the performance of music as a means for creative expression and communication.
2. Students will communicate their thoughts and ideas through the creation of music.
3. Students will read and notate music
4. Students will listen to, analyze, and evaluate music.

Content/Activities

1. Weekly Lessons
2. Concerts
3. Contests
4. Orchestra Rehearsal

Assessment

1. Individual/Group Lessons
2. Concerts
3. Contests
4. Playing Tests
5. Written work on musical terms, theory, and history.
6. Orchestra Participation/Class Discussions
7. Daily Attitude/Attendance
8. Written critique on concerts as an audience participant

Orchestra Curriculum Concert Strings

Unit Concert Etiquette

Essential Questions

1. When should you arrive at a concert?
2. What is appropriate behavior during the concert?
3. Why is it important to remain at the entire concert?
4. When is it appropriate to applaud?

Content Standards

1. Students will use the performance of music as a means for creative expression and communication.
2. Students will communicate their thoughts and ideas through the creation of music.
3. Students will read and notate music
4. Students will listen to, analyze, and evaluate music.
5. Students will understand music's relationship to society, the other arts, disciplines outside the arts, history, and culture.

Content/Activities

1. Weekly Lessons
2. Concerts
3. Contests
4. Orchestra Rehearsal

Assessment

1. Individual/Group Lessons
2. Concerts
3. Contests
4. Playing Tests
5. Written work on musical terms, theory, and history.
6. Orchestra Participation/Class Discussions
7. Daily Attitude/Attendance
8. Written critique on concerts as an audience participant

Orchestra Curriculum Symphonic Strings

Unit Tone Production

Essential Questions

1. How does bow placement affect the tone of the instrument?
2. How does bow speed affect tone production?
3. How could bow weight affect tone production?
4. How do you demonstrate good tone on all strings?
5. What is essential before starting the use of vibrato?
6. When is the proper time to start using vibrato?
7. How would you continue to develop the use of your vibrato?

Content Standards

1. Students will use the performance of music as a means for creative expression and communication.
4. Students will listen, analyze, and evaluate music.

Content/Activities

1. Listening to examples of right and wrong tone production.
2. Weekly lessons.
3. Orchestra Rehearsals
4. Concerts

Assessment

1. Individual/Group Lessons
2. Concerts
3. Contests
4. Individual Assessment of students performance of designated orchestral excerpts and scales.
5. Written work on musical terms, theory, and history.
6. Orchestra Participation/Class Discussions
7. Daily Attitude/Attendance
8. Written critique on concerts as an audience participant.

Orchestra Curriculum Symphonic Strings

Unit Posture

Essential Questions

1. What is the correct posture for holding an instrument while sitting and or standing?
2. What is the correct bow grip and bow placement?

Content Standards

1. Students will use the performance of music as a means for creative expression and communication.

Content/Activities

1. Weekly Lessons
2. Concerts
3. Contests
4. Orchestra Rehearsal

Assessment

1. Individual/Group Lessons
2. Concerts
3. Contests
4. Playing Tests
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Orchestra Curriculum Symphonic Strings

Unit Hand Positions

Essential Questions

1. What is the correct right hand position for demonstrating proper pizzicato?
2. What is the correct right hand position for demonstrating proper bow grip?
3. What is the correct left hand position for demonstrating proper finger, hand, and arm placement?
4. When is the proper time to use the fourth finger in music?
5. When is the proper time to introduce shifting and different finger patterns?

Content Standards

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Content Activities

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2. Concerts
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Assessment

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Orchestra Curriculum Symphonic Strings

Unit Improvising

Essential Questions

1. How do you improvise melodic line?
2. How do you improvise simple rhythmic and melodic variations?

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Orchestra Curriculum Symphonic Strings

Unit Bowing

Essential Questions

1. What is the difference between detache and legato?
2. How would you demonstrate bow lifts, hooked bowing, staccato, marcato, spiccato, martele, accents, double stops, trills, tremolo, and rapid string crossing with separate bows?
3. How would you divide the bow to achieve different note values?
4. How do you demonstrate playing a slur?
5. How do you perform with expression and technical accuracy a large and varied repertoire of orchestral literature with a difficulty level of 4 on a scale of 1 to 6?

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Orchestra Curriculum Symphonic Strings

Unit Texture

Essential Questions

1. How do you play a melodic line in unison?
2. When introducing harmony, can you play a duet and or a round?
3. How do you perform phrases with sensitivity that provide variety and expressive meaning?
4. What are the instruments involved with full orchestra?
5. How does adding woodwinds, brass, and percussion affect the sound of the orchestra?

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Orchestra Curriculum Symphonic Strings

Unit Tempo

Essential Question

1. How do you demonstrate the ability to maintain the pace of the music and follow the director?
2. How do you demonstrate the ability to adjust to the fluctuation paces of the conducted beat?

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Orchestra Curriculum Symphonic Strings

Unit Repertoire

Essential Questions

1. Why do we perform a wide variety of music?

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Orchestra Curriculum Symphonic Strings

Unit Intonation

Essentials Questions

1. How do you identify the pitch of open strings?
2. How is the pitch awareness?
3. How do you play a melodic line in tune?
4. When learning to tune your own instrument, how do you identify if you are sharp or flat?
5. How do you make adjustments using the fine tuners and pegs?
6. How do you tune using perfect fifths?

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Unit Rhythm

Essential Questions

1. How do you identify whole notes, half notes, dotted half notes, quarter notes, eighth notes, sixteenth notes, dotted quarter notes, dotted eighth notes, and their respective rests?
2. How do you identify time signatures, including 2/4, 3/4, 4/4, 6/8, 3/8, 9/8, and other time signatures found in orchestra literature?
3. How do you identify a tied note?
4. How do you identify syncopated rhythm?
5. How do you play a triplet?
6. What is cut time and mixed meter?
7. How do you demonstrate conducting patterns of various meters?

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Unit Dynamics

Essential Questions

1. What is the difference between forte and piano?
2. How do you demonstrate playing forte and piano on your instrument?
3. How do you demonstrate crescendo and decrescendo?

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Unit Key Signatures

Essential Questions

1. How do you play in the key of D, G, C, F, Bb, and A Major?
2. What is the difference between playing in major key and a minor key?

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Unit Form

Essential Questions

1. How do you recognize a melody and a round?
2. How is AB and ABA form different?
3. What is a theme and variation?
4. How do you differentiate the many forms of music such as; concerto, overture, fugue, symphony, march, chorale, and others, as playing in orchestra this year?

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Unit Interdisciplinary

Essential Questions

1. How does music relate to other subject areas?
2. Who are some well known composers you played this year?
3. What the stylistic characteristics of Baroque, Classical, Romantic, 20th Century music?
4. How do you explain the role music plays and continues to play in our lives?

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Orchestra Curriculum Symphonic Strings

Unit Note Reading and Vocabulary

Essential Questions

1. How do you read notes on the staff?
2. How do you write notes on the staff?
3. What are the note names?
4. Why is it important to know how to sight read accurately and expressively, music with a level of difficulty 3+ on a scale of 1 to 6?
5. Why is it important to know music vocabulary?

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Unit Concert Etiquette

Essential Questions

1. When should you arrive at a concert?
2. What is appropriate behavior during the concert?
3. Why is it important to remain at the entire concert?
4. When is it appropriate to applaud?

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