State Curriculum Unit Content Descriptors

Content Area: Music

Course Title: Orchestra	Grade Level: 9-12

Unit Plan 1 Orientation/ Fantasia Concert	Pacing Guide September 1 - October 31
Unit Plan 2 Music of Celebration and Culture (holidays)	Pacing Guide November 1 - December 31
Unit Plan 3 Elements of Performance/Theory	Pacing Guide January 1- March 30
Unit Plan 4 Concerti and the classics	Pacing Guide April 1 - June 30

Date Created: June 2018

Board Approved on: August 2018

Unit 1 Overview

Content Area: Music

Unit Title: Introduction to Orchestra and Fall Fantasia Concert

Target Course/ Grade Level   9-12

Unit Summary Students will be introduced to proper rehearsal format, and gain a hands on overview of this class. As students progress in ability level, they will be exposed to higher levels of music and performance expectations. It is understood that there will be preparation and performance activities outside of the school day. These activities will be revealed well in advance and are graded. The students will learn the rehearsal routine, and learn how to prepare for auditions. We will also start with the basic elements to bond the group in ensemble playing. This is including historical backgrounds of the musical works studied and the musical and theoretical tools necessary to perform the works presented/assigned.

Primary Interdisciplinary Connections   History, Social Studies, Math, World Languages

21st Century Themes:
21st Century Themes:
CRP1. Act as a responsible and contributing citizen and employee.
CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP5. Consider the environmental, social and economic impacts of decisions.
CRP6. Demonstrate creativity and innovation.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9. Model integrity, ethical leadership and effective management.
CRP10. Plan education and career paths aligned to personal goals.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
        B. Creativity and Innovation: Students demonstrate creative thinking, construct
        knowledge and develop innovative products and process using technology.

C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

B. Technology and Society: Knowledge and understanding of human, cultural and societal values are fundamental when designing technological systems and products in the global society.

E. Computational Thinking: Programming: Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.

9.3 Sixteen 21st Century Life and Careers Career Clusters

● Arts, A/V Technology & Communications

Learning Targets

CPI #	Cumulative Progress Indicator (CPI)
1.1.12.B.1	Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.
1.1.12.B.2	Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.
1.2.12.A.1	Determine how the arts have influenced world cultures throughout history

1.2.12.A.2	Justify the impact of innovations in the arts and societal norms in various historical eras.
1.3.12.B.1	Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance.
1.3.12.B.2	Analyze how the elements of music are manipulated original or prepared musical scores.
1.3.12.B.3	Improvise works through the conscious manipulation of the elements of music, using a variety of traditional and nontraditional sound sources, including electronic sound-generating equipment and music generation programs.
1.3.12.B.4	Arrange simple pieces for voice or instrument using a variety of traditional and non traditional sound source
1.4.12.A.1	Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of music
1.4.12.A.2	Speculate on the artist's intent using discipline specific terminology
1.4.12.A.3	Develop informed personal responses to an assortment of works using hisstorical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.
1.4.12.A.4	Evaluate how exposure to various cultures influences individual, intellectual and physical responses to music.
1.4.12.B.1	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design and use the criteria to evaluate works of music from diverse cultural contexts and historical eras.
1.4.12.B.2	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning

1.4.12.B.3	Determine the role of art and art making in a global society by analyzing the influence of technology on the performing arts.

Unit Essential Questions

What are the benefits of rehearsal?	Students will learn the value of marking their music, as they would take notes in their other classes.
How is a concert put together?	Students will explore various vocations connected with music, such as, stage manager, program publishing and other supporting roles.
How do individual members of an orchestra collaborate to create a unified performance?	Students will be made aware of the key signature and will begin to understand the significance of this.
What is the role of a conductor?	
How do performers interpret musical works?	Students will begin to do basic counting and clapping.
How do context and the manner in which musical work is presented influence audience response?	Students will refine the techniques necessary for pleasing tone production.
How do we judge the quality of musical work and performances?	Students will learn the basic conducting beat patterns.
How do musicians make meaningful connections to creating, performing, and responding?	

Unit Objectives	Unit Objectives
Students will know…	*Students will be able to…*
● *Rhythmic Comprehension* ● *Metric Comprehension* ● *Tone Production* ● *Intonation* ● *Facility* ● *Articulation* ● *Dynamics* ● *Aesthetics* ● *Balance and Blend* ● *Melodic and harmonic*	● Play level appropriate literature as determined by rhythmic comprehension, metric comprehension, tone production, intonation, facility, articulation, and dynamics. ● Use of musical vocabulary appropriately and differentiate the unique and common properties of

Comprehension ● *Identification of consonant versus dissonant* ● *Phrasing* ● *Modality* ● *Key*	different musical genres. ● Express one's imagination through musical performance ● Describe musical changes over time and cultures. ● Students will gain independence within their individual parts and sections.

Unit 2 Overview
Content Area: Music
Unit Title: Music for Celebration and Cultural Music
Target Course/Grade Level: 9-12
Unit Summary: While still advancing in our elements of music skills (rhythm and scale construction) we will also explore the role of music in the our various heritages and in our celebrations. The genre of music we will study will be that of various holidays.
Primary Interdisciplinary Connections: History, Social Studies, Math, World Languages

21st Century Themes:
CRP1. Act as a responsible and contributing citizen and employee.
CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP5. Consider the environmental, social and economic impacts of decisions.
CRP6. Demonstrate creativity and innovation.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9. Model integrity, ethical leadership and effective management.
CRP10. Plan education and career paths aligned to personal goals.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.
 	
8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
      B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
      C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
      E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
      F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

> B. Technology and Society: Knowledge and understanding of human, cultural and societal values are fundamental when designing technological systems and products in the global society.

> E. Computational Thinking: Programming: Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.

9.3 Sixteen 21st Century Life and Careers Career Clusters

- Arts, A/V Technology & Communications

LEARNING TARGETS

CPI #	Cumulative Progress Indicator (CPI)
1.1.12.B.1	Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.
1.1.12.B.2	Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.
1.2.12.A.1	Determine how the arts have influenced world cultures throughout history
1.2.12.A.2	Justify the impact of innovations in the arts and societal norms in various historical eras.
1.3.12.B.1	Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance.
1.3.12.B.2	Analyze how the elements of music are manipulated original or prepared musical scores.
1.3.12.B.3	Improvise works through the conscious manipulation of the elements of music, using a variety of traditional and nontraditional sound sources,

	including electronic sound-generating equipment and music generation programs.
1.3.12.B.4	Arrange simple pieces for voice or instrument using a variety of traditional and non traditional sound source
1.4.12.A.1	Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of music
1.4.12.A.2	Speculate on the artist's intent using discipline specific terminology
1.4.12.A.3	Develop informed personal responses to an assortment of works using hisstorical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.
1.4.12.A.4	Evaluate how exposure to various cultures influences individual, intellectual and physical responses to music.
1.4.12.B.1	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design and use the criteria to evaluate works of music from diverse cultural contexts and historical eras.
1.4.12.B.2	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning
1.4.12.B.3	Determine the role of art and art making in a global society by analyzing the influence of technology on the performing arts.

Unit Essential Questions	Unit Enduring Understandings
What role does music play in our culture and lives? How are the elements of music manipulated to create imagery characteristic of various	Students will continue the study of scale structure and begin to explore harmonic structure. The study of more complex rhythms and the quest for recurring rhythmic motifs will be addressed.

cultures and time periods?

What palettes of color are available to create expression and illusion within the musical dynamic range?

How do individuals choose music to experience?

How do we judge the quality of musical work and performances?

How do the other arts, other disciplines, contexts, and daily life inform creating, performing and responding to music?

Through music, food and other research, the students will become more in touch with their own, and other cultures.

Unit Objectives
Students will know…
- *Rhythmic Comprehension*
- *Metric Comprehension*
- *Tone Production*
- *Intonation*
- *Facility*
- *Articulation*
- *Dynamics*
- *Aesthetics*
- *Balance and Blend*
- *Melodic and harmonic Comprehension*
- *Identification of consonant versus dissonant*
- *Phrasing*
- *Modality*
- *Key*

Unit Objectives
Students will be able to…

- Play level appropriate literature as determined by rhythmic comprehension, metric comprehension, tone production, intonation, facility, articulation, and dynamics.
- Use of musical vocabulary appropriately and differentiate the unique and common properties of different musical genres.
- Express one's imagination through musical performance
- Describe musical changes over time and cultures.

Unit 3 Overview
Content Area: Music
Unit Title: Elements of Performance/Theory
Target Course/Grade Level: 9-12
Unit Summary: Students will be spending this unit expanding their individual music theory knowledge both with and without their instruments. We will be drilling rhythms, scales and all of the basic rudiments of music without the constraints of upcoming concerts.
Primary Interdisciplinary Connections: History, Social Studies, Math, World Languages

21st Century Themes:
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F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

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Unit Essential Questions	Unit Enduring Understandings
How are the elements and principles of music essential to the creative process and artistic production?	*Students will understand that…* ● More in-depth knowledge of key and rhythm will enhance the aesthetic

How do musicians make creative decisions?

How do you demonstrate your understanding of the fundamentals of music through performance?

How do musicians improve the quality of their creative work?

How do performers select repertoire?

How does understanding the structure and context of musical works inform performance?

How do we judge the quality of musical work and performances?

products they wish to create.
● Elemental foundations must be set before art can be created.

● The critical process of observing, describing, analyzing and evaluating leads to informed judgements and performances regarding the relative merits of music.

● The artistic process can lead to unforeseen outcomes.

● Aesthetic knowledge stimulates judgement and imagination, empowering students to interpret, appreciate and extract meaning from the arts.

Unit Objectives
Students will know…
- *Rhythmic Comprehension*
- *Metric Comprehension*
- *Tone Production*
- *Intonation*
- *Facility*
- *Articulation*
- *Dynamics*
- *Aesthetics*
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Unit Objectives
Students will be able to…

● Play level appropriate literature as determined by rhythmic comprehension, metric comprehension, tone production, intonation, facility, articulation, and dynamics.
● Use of musical vocabulary appropriately and differentiate the unique and common properties of different musical genres.
● Express one's imagination through musical performance
● Describe musical changes over time and cultures.

Unit 4 Overview
Content Area: Music
Unit Title: Putting it Together
Target Course/Grade Level: 9-12
Unit Summary: Students will be preparing a cumulative performance showcasing diverse repertoire. Various composers from various cultural eras will be studied, and the synthesis of all previously learned knowledge will be presented.
Primary Interdisciplinary Connections: History, Social Studies, Math, World Languages

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Unit Essential Questions	Unit Enduring Understandings *Students will understand that…*
What influence has the classical music had on modern music and society? How is music a reflection of the social and political climate of its specific time period?	 ● Music from different time periods are played with different style ● As time periods progress, the dynamic and stylistic palette becomes more

How do musicians make creative decisions? How does the evolution of music affect the stylistic performance? What is the purpose of music within various time periods? When is creative work ready to share? How do we discern the musical creators' and performers' expressive intent? How do we judge the quality of musical work and performances?	diverse. ● Style and dynamics differ greatly between concerti and standard orchestral repertoire. ● The elements of music are arranged in more complex patterns in later musical periods. ● There is differentiation within the genres of music, ie. Broadway, Soundtrack, Popular, Opera, Ballet, Program Music, et. al.
Unit Objectives *Students will know…* ● *Rhythmic Comprehension* ● *Metric Comprehension* ● *Tone Production* ● *Intonation* ● *Facility* ● *Articulation* ● *Dynamics* ● *Aesthetics* ● *Balance and Blend* ● *Melodic and harmonic Comprehension* ● *Identification of consonant versus dissonant* ● *Phrasing* ● *Modality* ● *Key*	Unit Objectives *Students will be able to…* ● Play level appropriate literature as determined by rhythmic comprehension, metric comprehension, tone production, intonation, facility, articulation, and dynamics. ● Use of musical vocabulary appropriately and differentiate the unique and common properties of different musical genres. ● Express one's imagination through musical performance ● Describe musical changes over time and cultures.